

**Medina Valley Independent School District
Board of Trustees
Regular Meeting on Monday, July 18, 2022 at 6:30 PM
Medina Valley ISD Central Office Board Room**

A Regular Meeting of the MVISD Board of Trustees was held on Monday, July 18, 2022, beginning at 6:30 PM at/on Medina Valley ISD Central Office Board Room.

I. First Order of Business

- A Establish a Quorum
- B Pledge of Allegiance to the Flag followed by a moment of silence

II. Announcements/Communications/Presentations

- A Financial Briefing 2
Juan C. Zamora
- B Superintendent Briefing 25
Dr. Caloss
- C Student Handbooks 34
Natalie Benke

III. Public Comment

At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.

IV. Discussion and Possible Action Items

A Consent Agenda Items

- 1 Minutes of Regular Board Meeting on June 20, 2022, and Special Meetings on June 30, 2022, and July 6, 2022 379
- 2 Donations 388
- 3 Purchases of Goods/Services in Excess of \$50,000 392
- B Consider Budget Amendment 418
JC Zamora
- C Consider the 2022-2023 Student Code of Conduct 419
Natalie Benke
- D Consider 2022-2023 Bexar County Juvenile Board Memorandum of Understanding 464
Dr. Caloss
- E Consider appointing TASB Delegate and Alternate for the 2021 Delegate Assembly 483
- F Consider new professional positions 484

V. Closed Session

- A Personnel Matters (TX Govt. Code Section 551.074)
- B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

VI. Continued Discussion and Possible Action Items

- A Consider professional contract recommendations
- B Consideration of future meeting dates

VII. Adjournment

(Items do not have to be taken in the same order as shown on the meeting agenda.)

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Estimated Revenue/ Encumbrance</u>	<u>Total Estimated Rev/Expense</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>	<u>Prior Year Percent Recognized</u>
5700 Local Revenues	\$ 26,409,029	\$ 27,259,029	\$ 168,086	\$ 27,137,696	\$ 200,000	\$ 27,337,696	\$ (78,667)	99.55%	106.60%
5800 State Program Revenues	\$ 34,153,847	\$ 35,389,347	\$ 3,217,339	\$ 22,873,628	\$ 12,515,719	\$ 35,389,347	\$ -	64.63%	69.12%
5900 Federal Revenues	\$ 1,125,000	\$ 1,325,000	\$ 10,110	\$ 865,853	\$ 459,147	\$ 1,325,000	\$ -	65.35%	129.75%
Total Revenues	\$ 61,687,876	\$ 63,973,376	\$ 3,395,535	\$ 50,877,177	\$ 13,174,866	\$ 64,052,043	\$ (78,667)	79.53%	84.50%
Proposed Appropriations									
11 Instruction	\$ 35,644,742	\$ 36,042,742	\$ 2,968,219	\$ 29,352,559	\$ 6,976,424	\$ 36,328,983	\$ (286,242)	81.44%	83.08%
12 Media Services	\$ 618,711	\$ 947,711	\$ 49,601	\$ 373,518	\$ 559,737	\$ 933,254	\$ 14,457	39.41%	87.57%
13 Staff Development	\$ 831,301	\$ 852,301	\$ 46,593	\$ 528,416	\$ 120,132	\$ 648,547	\$ 203,754	62.00%	67.24%
21 Instruct. Leadership	\$ 838,867	\$ 859,867	\$ 61,109	\$ 682,370	\$ 130,684	\$ 813,054	\$ 46,813	79.36%	74.70%
23 School Leadership	\$ 3,214,638	\$ 3,329,638	\$ 252,927	\$ 2,601,590	\$ 473,964	\$ 3,075,554	\$ 254,084	78.13%	86.15%
31 Counseling	\$ 2,452,309	\$ 2,536,309	\$ 207,414	\$ 1,981,165	\$ 522,393	\$ 2,503,558	\$ 32,751	78.11%	84.84%
32 Social Work Services	\$ 658,837	\$ 684,337	\$ 37,955	\$ 442,489	\$ 54,924	\$ 497,413	\$ 186,924	64.66%	82.19%
33 Health Services	\$ 642,758	\$ 783,758	\$ 62,517	\$ 650,513	\$ 146,101	\$ 796,614	\$ (12,856)	83.00%	96.27%
34 Student Transportation	\$ 3,726,221	\$ 4,043,221	\$ 244,747	\$ 3,560,837	\$ 452,559	\$ 4,013,396	\$ 29,825	88.07%	71.41%
35 Food Service	\$ 45,000	\$ 45,000	\$ (0)	\$ 29,716	\$ (0)	\$ 29,716	\$ 15,284	66.04%	161.58%
36 Extracurricular Activities	\$ 2,020,263	\$ 2,020,263	\$ 112,851	\$ 1,540,002	\$ 275,730	\$ 1,815,732	\$ 204,531	76.23%	77.95%
41 General Admin	\$ 1,843,421	\$ 2,161,421	\$ 275,066	\$ 1,902,179	\$ 352,406	\$ 2,254,586	\$ (93,165)	88.01%	76.63%
51 Maint. Operations	\$ 6,676,793	\$ 6,877,793	\$ 592,270	\$ 5,622,183	\$ 798,171	\$ 6,420,354	\$ 457,438	81.74%	74.89%
52 Security/Monitoring	\$ 581,689	\$ 581,689	\$ 36,408	\$ 437,123	\$ 102,978	\$ 540,101	\$ 41,588	75.15%	101.61%
53 Data Processing	\$ 1,452,641	\$ 1,727,641	\$ 92,337	\$ 1,469,436	\$ 205,837	\$ 1,675,273	\$ 52,368	85.05%	85.23%
61 Community Services	\$ 24,686	\$ 24,686	\$ 1,249	\$ 9,799	\$ 1,208	\$ 11,007	\$ 13,679	39.69%	91.32%
81 Facilities Construction	\$ -	\$ 5,000	\$ 242	\$ 3,549	\$ 485	\$ 4,033	\$ 967	0.00%	28.66%
95 JJAEP	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	0.00%	0.00%
99 Intergovernmental	\$ 410,000	\$ 425,000	\$ 89,063	\$ 405,895	\$ 17,646	\$ 423,541	\$ 1,459	95.50%	99.73%
Totals	\$ 61,687,876	\$ 63,953,376	\$ 5,130,566	\$ 51,593,339	\$ 11,191,379	\$ 62,784,718	\$ 1,168,658	80.67%	81.27%
Current Year Estimated Surplus/Deficit	\$ -	\$ 20,000							
Beginning Fund Balance	\$ 24,252,521	\$ 24,252,521							
Est. Ending Fund Balance	\$ 24,252,521	\$ 24,272,521							

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Realized Expenses)

<u>Estimated Revenues</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>YTD Actual</u>	<u>Balance</u>
5700 Local Revenues	\$ 27,259,029	\$ 2,240,829	\$ 23,444,060	\$ 1,284,721	\$ 168,086	\$ 27,137,696	\$ 121,333
5800 State Program Revenues	\$ 35,389,347	\$ 13,940,577	\$ 1,194,759	\$ 4,520,952	\$ 3,217,339	\$ 22,873,627	\$ 12,515,720
5900 Federal Revenues	\$ 1,325,000	\$ 52,614	\$ 760,365	\$ 42,763	\$ 10,110	\$ 865,852	\$ 459,148
Total Revenues	\$ 63,973,376	\$ 16,234,020	\$ 25,399,184	\$ 5,848,436	\$ 3,395,535	\$ 50,877,175	\$ 13,096,201
<u>Proposed Appropriations</u>							
11 Instruction	\$ 36,042,742	\$ 8,785,385	\$ 8,679,106	\$ 8,919,849	\$ 2,968,219	\$ 29,352,559	\$ 6,690,183
12 Media Services	\$ 947,711	\$ 107,902	\$ 100,883	\$ 115,132	\$ 49,601	\$ 373,518	\$ 574,193
13 Staff Development	\$ 852,301	\$ 201,775	\$ 146,402	\$ 133,646	\$ 46,593	\$ 528,416	\$ 323,885
21 Instruct. Leadership	\$ 859,867	\$ 187,752	\$ 193,042	\$ 240,467	\$ 61,109	\$ 682,370	\$ 177,497
23 School Leadership	\$ 3,329,638	\$ 781,743	\$ 786,458	\$ 780,462	\$ 252,927	\$ 2,601,590	\$ 728,048
31 Counseling	\$ 2,536,309	\$ 565,856	\$ 619,521	\$ 588,375	\$ 207,414	\$ 1,981,165	\$ 555,144
32 Social Work Services	\$ 684,337	\$ 139,448	\$ 137,861	\$ 127,226	\$ 37,955	\$ 442,489	\$ 241,848
33 Health Services	\$ 783,758	\$ 203,234	\$ 193,644	\$ 191,119	\$ 62,517	\$ 650,513	\$ 133,245
34 Student Transportation	\$ 4,043,221	\$ 979,259	\$ 1,330,121	\$ 1,006,711	\$ 244,747	\$ 3,560,837	\$ 482,384
35 Food Service	\$ 45,000	\$ 24,960	\$ 4,756	\$ 0	\$ (0)	\$ 29,717	\$ 15,283
36 Extracurricular Activities	\$ 2,020,263	\$ 489,403	\$ 417,334	\$ 520,414	\$ 112,851	\$ 1,540,002	\$ 480,261
41 General Admin	\$ 2,161,421	\$ 540,832	\$ 564,861	\$ 521,420	\$ 275,066	\$ 1,902,179	\$ 259,242
51 Maint. Operations	\$ 6,877,793	\$ 1,955,080	\$ 1,566,401	\$ 1,508,433	\$ 592,270	\$ 5,622,183	\$ 1,255,610
52 Security/Monitoring	\$ 581,689	\$ 56,370	\$ 172,685	\$ 171,660	\$ 36,408	\$ 437,123	\$ 144,566
53 Data Processing	\$ 1,727,641	\$ 430,014	\$ 574,187	\$ 372,898	\$ 92,337	\$ 1,469,436	\$ 258,205
61 Community Services	\$ 24,686	\$ 3,631	\$ 2,726	\$ 2,194	\$ 1,249	\$ 9,800	\$ 14,886
81 Facilities Construction	\$ 5,000	\$ 1,543	\$ 1,044	\$ 720	\$ 242	\$ 3,549	\$ 1,451
95 JJAEP	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
99 Intergovernmental	\$ 425,000	\$ 103,413	\$ 106,709	\$ 106,709	\$ 89,063	\$ 405,895	\$ 19,105
Totals	\$ 63,953,376	\$ 15,557,599	\$ 15,597,740	\$ 15,307,433	\$ 5,130,566	\$ 51,593,338	\$ 12,360,038
3 Month Average	\$	\$ 5,185,866	\$ 5,199,247	\$ 5,102,478			

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

TAX COLLECTIONS

	Tax Levy/ Beginning	Cumulative		Current Month	YTD	YTD	YTD Other	Uncollected	Current Year	Prior Year
	Balance	Adjustment	Adjusted Levy	Collections	Collections	Discount	Adjustment	Balance	Collections	Collections
<u>M&O Taxes</u>										
2021 Tax Levy	\$ 26,815,022	\$ (134,255)	\$ 26,680,767	\$ 120,801	\$ 26,111,298	\$ (44,225)	\$ -	\$ 569,469	97.87%	97.66%
Delinquent Tax Years	\$ 1,162,573	\$ 207,381	\$ 1,369,954	\$ (1,549)	\$ 469,142	\$ (4,497)	\$ -	\$ 900,812	34.25%	25.45%
	\$ 27,977,595	\$ 73,125	\$ 28,050,720	\$ 119,252	\$ 26,580,440	\$ (48,722)	\$ -	\$ 1,470,280	94.76%	93.80%
<u>I&S Taxes</u>										
2021 Tax Levy	\$ 14,521,400	\$ (76,421)	\$ 14,444,979	\$ 65,322	\$ 14,137,057	\$ (23,948)	\$ -	\$ 307,923	97.87%	97.65%
Delinquent Tax Years	\$ 473,728	\$ 91,902	\$ 565,630	\$ (652)	\$ 209,304	\$ (1,040)	\$ -	\$ 356,326	37.00%	27.54%
	\$ 14,995,128	\$ 15,481	\$ 15,010,609	\$ 64,669	\$ 14,346,360	\$ (24,988)	\$ -	\$ 664,249	95.57%	95.03%
<u>Total Tax Collections</u>										
2021 Tax Levy	\$ 41,336,422	\$ (210,676)	\$ 41,125,746	\$ 186,122	\$ 40,248,355	\$ (68,173)	\$ -	\$ 877,391	97.87%	97.66%
Delinquent Tax Years	\$ 1,636,301	\$ 299,282	\$ 1,935,583	\$ (2,201)	\$ 678,446	\$ (5,537)	\$ -	\$ 1,257,138	35.05%	26.02%
	\$ 42,972,723	\$ 88,606	\$ 43,061,329	\$ 183,921	\$ 40,926,800	\$ (73,710)	\$ -	\$ 2,134,529	95.04%	94.23%

BUDGETED TAX COLLECTIONS SUMMARY

	Current Year				Prior Year			
	Budget	Current Month	YTD	% Collected	Budget	Current Month	YTD	% Collected
<u>M&O Collections</u>								
Current Year Tax	\$ 26,220,274	\$ 120,801	\$ 26,111,298	99.58%	\$ 20,395,077	\$ 164,571	\$ 21,447,534	105.16%
Delinquent Tax Years	\$ 550,000	\$ (1,549)	\$ 469,142	85.30%	\$ 200,000	\$ 28,684	\$ 315,614	157.81%
Interest	\$ 241,756	\$ 23,970	\$ 238,748	98.76%	\$ 200,000	\$ 35,805	\$ 219,694	109.85%
	\$ 27,012,030	\$ 143,222	\$ 26,819,188	99.29%	\$ 20,795,077	\$ 229,060	\$ 21,982,842	105.71%
<u>I&S Collections</u>								
Current Year Tax	\$ 12,982,853	\$ 65,322	\$ 14,137,057	108.89%	\$ 12,083,706	\$ 89,319	\$ 11,620,276	96.16%
Delinquent Tax Years	\$ 100,000	\$ (652)	\$ 209,304	209.30%	\$ 100,000	\$ 11,780	\$ 127,202	127.20%
Interest	\$ 100,000	\$ 12,747	\$ 120,620	120.62%	\$ 100,000	\$ 17,463	\$ 99,219	99.22%
	\$ 13,182,853	\$ 77,416	\$ 14,466,980	109.74%	\$ 12,283,706	\$ 118,562	\$ 11,846,697	96.44%
<u>Total Tax Collections</u>								
Current Year Tax	\$ 39,203,127	\$ 186,122	\$ 40,248,355	102.67%	\$ 32,478,783	\$ 253,890	\$ 33,067,810	101.81%
Delinquent Tax Years	\$ 650,000	\$ (2,201)	\$ 678,446	104.38%	\$ 300,000	\$ 40,464	\$ 442,816	147.61%
Interest	\$ 341,756	\$ 36,717	\$ 359,368	105.15%	\$ 300,000	\$ 53,268	\$ 318,913	106.30%
	\$ 40,194,883	\$ 220,638	\$ 41,286,168	102.71%	\$ 33,078,783	\$ 347,622	\$ 33,829,539	102.27%

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Realized Only)

<u>M&O Collections</u>	<u>Adjusted Levy</u>	<u>1ST QUARTER</u>	<u>2nd QUARTER</u>	<u>3rd QUARTER</u>	<u>June</u>	<u>July</u>	<u>August</u>	<u>4th QUARTER</u>	<u>YTD</u>	<u>Percent Collected</u>
2020-21 Tax Collections	\$ 26,680,767	\$ 1,906,898	\$ 23,076,935	\$ 1,006,646	\$ 120,801	\$ -	\$ -	\$ 120,801	\$ 26,111,280	97.87%
Delinquent Tax Years	\$ 1,369,954	\$ 169,984	\$ 212,721	\$ 87,986	\$ (1,549)	\$ -	\$ -	\$ (1,549)	\$ 469,142	34.25%
	\$ 28,050,720	\$ 2,076,882	\$ 23,289,656	\$ 1,094,632	\$ 119,252	\$ -	\$ -	\$ 119,252	\$ 26,580,422	94.76%
									<u>YTD</u>	<u>Remaining Months</u>
Prior Year CY Tax Collections	\$ 22,033,636	\$ 685,561	\$ 19,273,592	\$ 1,328,117	\$ 164,680	\$ 103,491	\$ 44,166	\$ 312,337	\$ 21,287,270	\$ 312,337
Delinquent Tax Years	\$ 1,016,152	\$ 86,311	\$ 94,733	\$ 94,907	\$ 26,684	\$ 79,626	\$ 27,983	\$ 134,293	\$ 275,951	\$ 134,293
	\$ 23,049,788	\$ 771,872	\$ 19,368,325	\$ 1,423,024	\$ 191,364	\$ 183,117	\$ 72,149	\$ 446,630	\$ 21,563,221	\$ 446,630

<u>I&S Collections</u>	<u>Adjusted Levy</u>	<u>1ST QUARTER</u>	<u>2nd QUARTER</u>	<u>3rd QUARTER</u>	<u>June</u>	<u>July</u>	<u>August</u>	<u>4th QUARTER</u>	<u>YTD</u>	<u>Percent Collected</u>
2020-21 Tax Collections	\$ 14,444,979	\$ 1,032,417	\$ 12,494,509	\$ 544,800	\$ 65,322	\$ -	\$ -	\$ 65,322	\$ 14,137,048	97.87%
Delinquent Tax Years	\$ 565,630	\$ 79,395	\$ 90,398	\$ 40,163	\$ (652)	\$ -	\$ -	\$ (652)	\$ 209,304	37.00%
	\$ 15,010,609	\$ 1,111,812	\$ 12,584,907	\$ 584,963	\$ 64,669	\$ -	\$ -	\$ 64,669	\$ 14,346,352	95.57%

<u>Total Tax Collections</u>	<u>Adjusted Levy</u>	<u>1ST QUARTER</u>	<u>2nd QUARTER</u>	<u>3rd QUARTER</u>	<u>June</u>	<u>July</u>	<u>August</u>	<u>4th QUARTER</u>	<u>YTD Actual</u>	<u>Percent Collected</u>
2020-21 Tax Collections	\$ 41,125,746	\$ 2,939,315	\$ 35,571,444	\$ 1,551,446	\$ 186,122	\$ -	\$ -	\$ 186,122	\$ 40,248,327	97.87%
Delinquent Tax Years	\$ 1,935,583	\$ 249,379	\$ 303,119	\$ 123,606	\$ (2,201)	\$ -	\$ -	\$ (2,201)	\$ 678,447	35.05%
	\$ 43,061,329	\$ 3,188,694	\$ 35,874,563	\$ 1,675,052	\$ 183,921	\$ -	\$ -	\$ 183,921	\$ 40,926,774	95.04%

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Wages and Benefits Realized Expenses)

<u>Appropriations</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>YTD Actual</u>	<u>Balance</u>
11 Instruction	\$ 33,828,467	\$ 8,374,033	\$ 8,277,621	\$ 8,351,517	\$ 2,790,459	\$ 27,793,629	\$ 6,034,837
12 Media Services	\$ 377,511	\$ 95,087	\$ 95,897	\$ 95,456	\$ 31,801	\$ 318,241	\$ 59,270
13 Staff Development	\$ 575,235	\$ 115,451	\$ 112,751	\$ 118,283	\$ 37,067	\$ 383,552	\$ 191,683
21 Instruct. Leadership	\$ 685,375	\$ 161,601	\$ 165,140	\$ 162,910	\$ 57,880	\$ 547,531	\$ 137,844
23 School Leadership	\$ 3,180,821	\$ 761,645	\$ 755,021	\$ 736,603	\$ 242,669	\$ 2,495,938	\$ 684,883
31 Counseling	\$ 2,318,860	\$ 533,792	\$ 566,587	\$ 545,147	\$ 178,368	\$ 1,823,894	\$ 494,966
32 Social Work Services	\$ 679,455	\$ 135,978	\$ 137,861	\$ 127,226	\$ 37,955	\$ 439,019	\$ 240,435
33 Health Services	\$ 750,488	\$ 200,558	\$ 188,869	\$ 188,029	\$ 60,657	\$ 638,113	\$ 112,375
34 Student Transportation	\$ 2,757,721	\$ 738,062	\$ 677,178	\$ 690,293	\$ 182,482	\$ 2,288,015	\$ 469,706
35 Food Service	\$ 45,000	\$ -	\$ 4,756	\$ 0	\$ (0)	\$ 4,756	\$ 40,244
36 Extracurricular Activities	\$ 917,390	\$ 222,343	\$ 225,296	\$ 291,226	\$ 69,626	\$ 808,490	\$ 108,900
41 General Admin	\$ 1,519,745	\$ 398,276	\$ 375,829	\$ 372,380	\$ 229,094	\$ 1,375,579	\$ 144,166
51 Maint. Operations	\$ 4,194,464	\$ 972,813	\$ 962,496	\$ 944,764	\$ 327,865	\$ 3,207,937	\$ 986,527
52 Security/Monitoring	\$ 173,529	\$ 32,556	\$ 33,946	\$ 36,568	\$ 12,021	\$ 115,091	\$ 58,438
53 Data Processing	\$ 1,005,741	\$ 210,912	\$ 226,876	\$ 230,110	\$ 76,869	\$ 744,767	\$ 260,974
61 Community Services	\$ 20,906	\$ 1,630	\$ 1,944	\$ 1,556	\$ 887	\$ 6,017	\$ 14,889
81 Facilities Construction	\$ 5,000	\$ -	\$ 473	\$ 720	\$ 242	\$ 1,435	\$ 3,565
Totals	\$ 53,035,707	\$ 12,954,737	\$ 12,808,542	\$ 12,892,788	\$ 4,335,939	\$ 42,992,006	\$ 10,043,701
3 Month Average		\$ 4,318,246	\$ 4,269,514	\$ 4,297,596			

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Contracted Services Realized Expenses)

<u>Appropriations</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>YTD Actual</u>	<u>Balance</u>
11 Instruction	\$ 599,142	\$ 101,302	\$ 124,427	\$ 169,832	\$ 43,352	\$ 438,912	\$ 160,230
12 Media Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13 Staff Development	\$ 143,910	\$ 68,300	\$ 18,543	\$ 5,055	\$ 100	\$ 91,998	\$ 51,912
21 Instruct. Leadership	\$ 91,715	\$ 5,713	\$ 7,676	\$ 65,236	\$ 2,346	\$ 80,971	\$ 10,744
23 School Leadership	\$ 42,467	\$ 2,821	\$ 9,564	\$ 15,485	\$ 3,684	\$ 31,554	\$ 10,913
31 Counseling	\$ 118,705	\$ 8,000	\$ 30,814	\$ 28,580	\$ 20,803	\$ 88,197	\$ 30,509
32 Social Work Services	\$ 240	\$ 240	\$ -	\$ -	\$ -	\$ 240	\$ -
33 Health Services	\$ 4,120	\$ -	\$ 2,800	\$ -	\$ 1,320	\$ 4,120	\$ -
34 Student Transportation	\$ 79,440	\$ 18,244	\$ 7,577	\$ 15,357	\$ 1,273	\$ 42,451	\$ 36,989
36 Extracurricular Activities	\$ 249,582	\$ 50,603	\$ 66,182	\$ 59,208	\$ 10,641	\$ 186,633	\$ 62,948
41 General Admin	\$ 319,326	\$ 25,619	\$ 99,364	\$ 81,067	\$ 32,607	\$ 238,657	\$ 80,669
51 Maint. Operations	\$ 1,658,869	\$ 335,248	\$ 457,020	\$ 393,834	\$ 222,188	\$ 1,408,290	\$ 250,579
52 Security/Monitoring	\$ 387,709	\$ 10,003	\$ 138,739	\$ 132,341	\$ 24,387	\$ 305,470	\$ 82,239
53 Data Processing	\$ 40,323	\$ 6,474	\$ 6,465	\$ 180	\$ 5,549	\$ 18,668	\$ 21,655
61 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
81 Facilities Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
95 JJAEP	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
99 Intergovernmental	\$ 425,000	\$ 103,413	\$ 106,709	\$ 106,709	\$ 89,063	\$ 405,894	\$ 19,106
Totals	\$ 4,165,549	\$ 735,979	\$ 1,075,879	\$ 1,072,884	\$ 457,313	\$ 3,342,056	\$ 823,493
3 Month Average		\$ 245,326	\$ 358,626	\$ 357,628			

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Supplies and Materials Realized Expenses)

<u>Appropriations</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>YTD Actual</u>	<u>Balance</u>
11 Instruction	\$ 1,484,218	\$ 309,588	\$ 254,671	\$ 371,041	\$ 90,558	\$ 1,025,858	\$ 458,360
12 Media Services	\$ 566,829	\$ 12,748	\$ 4,543	\$ 17,517	\$ 17,681	\$ 52,490	\$ 514,339
13 Staff Development	\$ 23,985	\$ 740	\$ 772	\$ 43	\$ -	\$ 1,556	\$ 22,429
21 Instruct. Leadership	\$ 43,145	\$ 7,126	\$ 9,907	\$ 9,241	\$ 303	\$ 26,577	\$ 16,569
23 School Leadership	\$ 45,552	\$ 10,883	\$ 7,733	\$ 9,043	\$ 304	\$ 27,964	\$ 17,588
31 Counseling	\$ 76,000	\$ 19,912	\$ 17,746	\$ 12,318	\$ 5,666	\$ 55,642	\$ 20,358
32 Social Work Services	\$ 4,643	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,643
33 Health Services	\$ 26,520	\$ 3,301	\$ 938	\$ 2,023	\$ 540	\$ 6,802	\$ 19,717
34 Student Transportation	\$ 672,233	\$ 149,529	\$ 150,316	\$ 353,159	\$ 70,781	\$ 723,784	\$ (51,551)
36 Extracurricular Activities	\$ 233,140	\$ 62,967	\$ 28,820	\$ 42,216	\$ 11,501	\$ 145,503	\$ 87,636
41 General Admin	\$ 118,349	\$ 35,554	\$ 54,672	\$ 15,654	\$ 3,225	\$ 109,105	\$ 9,244
51 Maint. Operations	\$ 449,912	\$ 114,215	\$ 121,721	\$ 153,078	\$ 41,730	\$ 430,744	\$ 19,169
52 Security/Monitoring	\$ 17,801	\$ 14,000	\$ -	\$ 301	\$ -	\$ 14,301	\$ 3,500
53 Data Processing	\$ 678,833	\$ 213,851	\$ 340,474	\$ 142,564	\$ 9,895	\$ 706,784	\$ (27,951)
61 Community Services	\$ 1,380	\$ 33	\$ 107	\$ 381	\$ 233	\$ 754	\$ 626
81 Facilities Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
95 JJAEP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
99 Intergovernmental	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals	\$ 4,442,538	\$ 954,448	\$ 992,419	\$ 1,128,580	\$ 252,417	\$ 3,327,863	\$ 1,114,675
3 Month Average		\$ 318,149	\$ 330,806	\$ 376,193			

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Travel and Misc. Realized Expenses)

<u>Appropriations</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>YTD Actual</u>	<u>Balance</u>
11 Instruction	\$ 87,639	\$ 15,459	\$ 22,389	\$ 21,637	\$ 13,190	\$ 72,675	\$ 14,965
12 Media Services	\$ 3,371	\$ 619	\$ 443	\$ 2,158	\$ 119	\$ 3,339	\$ 32
13 Staff Development	\$ 109,171	\$ 16,102	\$ 14,335	\$ 10,265	\$ 9,427	\$ 50,129	\$ 59,043
21 Instruct. Leadership	\$ 39,632	\$ 7,246	\$ 10,320	\$ 3,080	\$ 580	\$ 21,226	\$ 18,406
23 School Leadership	\$ 60,798	\$ 10,788	\$ 14,140	\$ 19,332	\$ 6,270	\$ 50,530	\$ 10,269
31 Counseling	\$ 22,744	\$ 7,237	\$ 4,374	\$ 2,329	\$ 2,577	\$ 16,516	\$ 6,227
32 Social Work Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33 Health Services	\$ 2,630	\$ 528	\$ 1,036	\$ 1,067	\$ -	\$ 2,630	\$ -
34 Student Transportation	\$ 12,797	\$ 77,641	\$ (25,979)	\$ (52,099)	\$ (9,789)	\$ (10,226)	\$ 23,023
Extracurricular							
36 Activities	\$ 374,264	\$ 102,942	\$ 86,702	\$ 127,764	\$ 21,084	\$ 338,492	\$ 35,773
41 General Admin	\$ 188,801	\$ 84,107	\$ 34,555	\$ 37,143	\$ 10,140	\$ 165,945	\$ 22,857
51 Maint. Operations	\$ 486,527	\$ 459,450	\$ 3,234	\$ 16,757	\$ 487	\$ 479,928	\$ 6,598
52 Security/Monitoring	\$ 2,650	\$ -	\$ -	\$ 2,450	\$ -	\$ 2,450	\$ 200
53 Data Processing	\$ 2,744	\$ 11	\$ 372	\$ 43	\$ 24	\$ 450	\$ 2,294
61 Community Services	\$ 2,400	\$ 743	\$ 676	\$ 256	\$ 129	\$ 1,804	\$ 596
81 Facilities Construction	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
95 JJAEP	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
99 Intergovernmental	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
Totals	\$ 1,396,169	\$ 782,872	\$ 166,596	\$ 192,182	\$ 54,237	\$ 1,195,887	\$ 200,282
3 Month Average		\$ 260,957	\$ 55,532	\$ 64,061			

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Capital Outlay Realized Expenses)

<u>Appropriations</u>	<u>Current Budget</u>	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>June</u>	<u>4th Quarter</u>	<u>YTD Actual</u>	<u>Balance</u>
11 Instruction	\$ 43,276	\$ -	\$ -	\$ 5,822	\$ 30,660	\$ 30,660	\$ 36,482	\$ 6,794
12 Media Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13 Staff Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21 Instruct. Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
23 School Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
31 Counseling	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
32 Social Work Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33 Health Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
34 Student Transportation	\$ 521,030	\$ -	\$ 521,030	\$ -	\$ -	\$ -	\$ 521,030	\$ -
35 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
36 Extracurricular Activities	\$ 245,887	\$ 51,828	\$ 32,834	\$ -	\$ -	\$ -	\$ 84,662	\$ 161,225
41 General Admin	\$ 15,200	\$ -	\$ -	\$ 15,176	\$ -	\$ -	\$ 15,176	\$ 24
51 Maint. Operations	\$ 88,021	\$ 78,176	\$ -	\$ -	\$ -	\$ -	\$ 78,176	\$ 9,845
52 Security/Monitoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53 Data Processing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
61 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
81 Facilities Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
95 JJAEP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
99 Intergovernmental	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals	\$ 913,414	\$ 130,004	\$ 553,864	\$ 20,998	\$ 30,660	\$ 30,660	\$ 735,526	\$ 177,888

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

<u>Object</u>	<u>Current Budget</u>	<u>Current Period Actuals</u>	<u>YTD Actuals</u>	<u>Estimated Encumbrance</u>	<u>Total Estimated Expense</u>	<u>Balance</u>	<u>Current YTD % Recongized</u>	<u>Prior YTD % Recongized</u>
6100 - Wages and Benefits	\$ 53,035,707	\$ 4,335,939	\$ 42,992,006	\$ 9,824,202	\$ 52,816,208	\$ 219,499	81.06%	84.67%
6200 - Contracted Services	\$ 4,165,549	\$ 457,313	\$ 3,342,056	\$ 432,206	\$ 3,774,262	\$ 391,287	80.23%	69.96%
6300 - Supplies and Materials	\$ 4,442,538	\$ 252,417	\$ 3,327,866	\$ 874,872	\$ 4,202,738	\$ 239,800	74.91%	71.62%
6400 - Travel and Miscellaneous	\$ 1,396,169	\$ 54,237	\$ 1,195,886	\$ 36,974	\$ 1,232,860	\$ 163,309	85.65%	73.20%
6600 - Capital Outlay	\$ 913,415	\$ 30,660	\$ 735,525	\$ 23,125	\$ 758,651	\$ 154,764	80.52%	16.68%
TOTAL	\$ 63,953,377	\$ 5,130,566	\$ 51,593,339	\$ 11,191,379	\$ 62,784,718	\$ 1,168,659	80.67%	81.27%

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND FINANCIAL STATEMENT

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>	<u>Prior Year Percent Recognized</u>
5700 Local and Intermediate Revenues	\$ 363,270	\$ 363,270	\$ 2,122	\$ 365,448	\$ (2,178)	100.60%	97.18%
5800 State Program Revenues	\$ -	\$ -	\$ -	\$ 6,698	\$ (6,698)	0.00%	0.00%
5900 Federal Revenues	\$ 4,647,817	\$ 4,647,817	\$ 27,677	\$ 4,767,798	\$ (119,981)	102.58%	96.84%
Total Revenues	\$ 5,011,087	\$ 5,011,087	\$ 29,799	\$ 5,139,944	\$ (128,857)	102.57%	96.88%
<u>Proposed Appropriations</u>							
11 Instruction							
12 Instructional Resourcesand Media Services							
13 Curriculum and Instructional Staff Development							
21 Instructional Leadership							
23 School Leadership							
31 Guidance, Counseling and Evaluation Services							
32 Social Work Services							
33 Health Services							
34 Student Transportation							
35 Food Service	\$ 4,488,351	\$ 4,488,351	\$ 203,671	\$ 3,669,308	\$ 819,043	81.75%	85.95%
36 Extracurricular Activities							
41 General Administration							
51 Facilities Maintenance and Operations							
52 Security and Monitoring Services							
53 Data Processing Services							
61 Community Services							
81 Facilities Acquisition and Construction							
95 Payments to JJAEP							
99 Other Intergovernmental							
Totals	\$ 4,488,351	\$ 4,488,351	\$ 203,671	\$ 3,669,308	\$ 819,043	81.75%	85.95%
Current Year Estimated Surplus/Deficit	\$ 522,736	\$ -					
Beginning Year Fund Balance	\$ 503,846	\$ -					
Projected End of Year Fund Balance	\$ 1,026,582	\$ -					

JUNE 2022
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
INTEREST SINKING FUND FINANCIAL STATEMENT

	<u>Original</u>	<u>Current</u>	<u>Current</u>			<u>Current Year</u>		<u>Prior Year</u>
<u>Estimated Revenues</u>	<u>Budget</u>	<u>Budget</u>	<u>Period</u>	<u>YTD Actual</u>	<u>Balance</u>	<u>Percent</u>		<u>Percent</u>
			<u>Actual</u>			<u>Recognized</u>		<u>Recognized</u>
5700 Local and Intermediate Revenues	\$ 13,182,853	\$ 13,182,853	\$ 86,587	\$ 14,514,932	\$ (1,332,079)	110.10%		96.62%
5800 State Program Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%		93.87%
5900 Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%		0.00%
Total Revenues	\$ 13,182,853	\$ 13,182,853	\$ 86,587	\$ 14,514,932	\$ (1,332,079)	110.10%		96.59%
<u>Proposed Appropriations</u>								
11 Instruction								
12 Instructional Resources and Media Services								
13 Curriculum and Instructional Staff Development								
21 Instructional Leadership								
23 School Leadership								
31 Guidance, Counseling and Evaluation Services								
32 Social Work Services								
33 Health Services								
34 Student Transportation								
35 Food Service								
36 Extracurricular Activities								
41 General Administration								
51 Facilities Maintenance and Operations								
52 Security and Monitoring Services								
53 Data Processing Services								
61 Community Services								
71 Debt Service	\$ 13,182,853	\$ 13,182,853	\$ -	\$ 8,850,455	\$ 4,332,398	67.14%		62.98%
81 Facilities Acquisition and Construction								
95 Payments to JJAEP								
99 Other Intergovernmental								
Totals	\$ 13,182,853	\$ 13,182,853	\$ -	\$ 8,850,455	\$ 4,332,398	67.14%		62.98%
Current Year Estimated Surplus/Deficit	\$ -	\$ -						
Beginning Year Fund Balance	\$ 3,730,985	\$ 3,730,985						
Projected End of Year Fund Balance	\$ 3,730,985	\$ 3,730,985						

ESSER GRANTS YEAR TO DATE EXPENDITURE REPORT AND FORECAST

GRANT AWARD - \$5,414,505					GRANT AWARD - \$2,410,106			
ESSER III Potential Eligible Expenditures	Summer 2021 Actual Costs	2021-2022 YTD	21-22 Projection	2022-2023 Budget	ESSER II Potential Eligible Expenditures	2021-2022 YTD	21-22 Projection	2022-2023 Budget
Non-Salaries:					Clubs/Organizations	\$50,000	\$0	\$0
Interactive Panels	\$0	\$308,750	\$308,750	\$0	Parent Training	\$22,000	\$0	\$0
Chromebooks	\$0	\$335,565	\$335,565	\$0				
Summer Programs-Curriculum Resources	\$24,313	\$0	\$0	\$0				
TOTAL NON-SALARIES:	\$24,313	\$644,315	\$644,315	\$0	TOTAL NON-SALARIES:	\$72,000	\$0	\$0
SALARIES:					SALARIES:			
Summer Programs	\$258,301	\$282,750	\$362,750	\$127,850	Salaries	\$0	\$0	\$786,909
Additional Secondary Teacher Units (4 per campus)	\$0	\$331,727	\$379,117	\$780,000	Additional Elementary Teacher Units (1 per campus)	\$305,443	\$349,078	\$342,888
Additional Elementary Special Ed Teacher Unit (1 Per)	\$0	\$280,505	\$320,577	\$325,000	HS Social Worker	\$60,467	\$69,105	\$75,000
Additional Elementary Teacher Units (1 per campus)	\$0	\$229,152	\$261,888	\$325,000	Retention/Incentive Pay	\$493,655	\$493,655	\$0
Social Workers (2)	\$0	\$128,458	\$146,809	\$150,000				
Attendance Liason (3)	\$0	\$133,570	\$152,651	\$160,000				
Additional Custodial Positions (8)	\$0	\$69,601	\$79,544	\$0				
DAEP Teacher Unit (2)	\$0	\$111,196	\$127,081	\$130,000				
Continuity of Services	\$0	\$0	\$0	\$0				
TOTAL SALARIES:	\$258,301	\$1,566,959	\$1,830,417	\$1,997,850	TOTAL SALARIES:	\$859,565	\$911,838	\$1,204,797
GRAND TOTAL	\$282,614	\$2,211,274	\$2,474,732	\$1,997,850	GRAND TOTAL	\$931,565	\$911,838	\$1,204,797
GRAND TOTAL	\$282,614		\$2,474,732	\$1,997,850	GRAND TOTAL		\$911,838	\$1,204,797
IDC Charges	\$39,184		\$343,122	\$277,002	IDC Charges		\$126,426	\$167,045
TOTAL	\$321,798		\$2,817,854	\$2,274,852	TOTAL		\$1,038,264	\$1,371,842
REMAINING GRANT	\$5,092,707		\$2,274,853	\$1	REMAINING GRANT		\$1,371,842	\$0

**Medina Valley Independent School District
Investment Report for the Quarter Ending May 31, 2022**

Depository Type	Type of		%	2/28/22	2/28/22	Changes			5/31/22	5/31/22
	Account Name	Account		Book Value	Market Value	Deposits	Withdrawals	Interest	Book Value	Market Value
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	0.52%	\$ 31,082,640	\$ 31,077,212	\$ 9,340,164	\$ (16,079,566)	\$ 34,831	\$ 24,378,068	\$ 24,374,850
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	0.52%	\$ 8,501,099	\$ 8,499,614	\$ 734,195	\$ -	\$ 11,815	\$ 9,247,109	\$ 9,245,888
Lone Star Investment Pool	Capital Projects (Series 2019)	Corporate Overnight Plus	0.52%	\$ 4,455,208	\$ 4,454,431	\$ -	\$ -	\$ 5,827	\$ 4,461,035	\$ 4,460,447
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	0.52%	\$ 38,073,312	\$ 38,066,665	\$ -	\$ -	\$ 49,795	\$ 38,123,108	\$ 38,118,076
Broadway Bank	General Operating	Public Funds Now	0.00%	\$ 4,635,112	\$ 4,635,112	\$ 17,836,256	\$ (19,321,813)	\$ -	\$ 3,149,555	\$ 3,149,555
Broadway Bank	Payroll	Public Funds Now	0.00%	\$ 955,140	\$ 955,140	\$ 14,496,475	\$ (14,822,561)	\$ -	\$ 629,053	\$ 629,053
Broadway Bank	Workers Compensation	Public Funds Now	0.00%	\$ 934,999	\$ 934,999	\$ 51,558	\$ (83,184)	\$ -	\$ 903,373	\$ 903,373
	Total			\$ 88,637,512	\$ 88,623,173	\$ 42,458,647	\$ (50,307,125)	\$ 102,267	\$ 80,891,302	\$ 80,881,243

June 2022 Check Register

Check Date	Vendor	Check Amount
06/01/2022	MORPHO TRUST USA, INC.	49.25
06/02/2022	VIERA, SELENA MADRIGAL	68.01
06/02/2022	AMAZON CAPITAL SERVICES, INC	1,915.49
06/02/2022	AMERICAN SCHOOL COUNSELOR /	359.00
06/02/2022	CHALK'S TRUCK PARTS INC	1,966.04
06/02/2022	GOLDEN WEST OIL COMPANY	44,113.40
06/02/2022	STEPHENS, JUSTIN CHRISTOPHER	29.00
06/02/2022	ALTEX ELECTRONICS, LTD	306.00
06/02/2022	EDUCATION SERVICE CENTER REGI	6,000.00
06/02/2022	ALBERT L RIOJAS JR	2,000.00
06/02/2022	GILL, LORI LYNN	38.93
06/02/2022	SHARP, CHIMA LACHELLE	82.60
06/02/2022	RAYMOND SIFUENTES	400.00
06/02/2022	WESLEY SHANE WILLIAMS	165.00
06/02/2022	AYA HEALTHCARE, INC	5,407.50
06/02/2022	EDUPSY: ASSESSMENT & CONSULT	8,408.00
06/02/2022	GATEWAY PRINTING & OFFICE SUP	1,612.08
06/02/2022	ROADRUNNER CHARTERS, INC.	3,938.00
06/02/2022	SOUTH TEXAS HARDWARE INC - C	55.91
06/02/2022	QUILL CORPORATION	441.70
06/02/2022	WALMART	1,436.47
06/02/2022	AT&T MOBILITY	259.81
06/02/2022	AT&T MOBILITY	971.83
06/02/2022	BLOOMS & BLOSSOMS FLORAL SH	60.00
06/02/2022	DOGGETT FREIGHTLINER OF SOUTI	96.45
06/02/2022	GLOBAL TRNG ACADEMY INC	600.00
06/02/2022	HABY'S ALSATIAN BAKERY	140.25
06/02/2022	DRAGO INVESTMENTS, LTD	64.90
06/02/2022	CATHOLIC CHARITIES ARCHDIOCES	1,871.63
06/02/2022	EWING IRRIGATION PRODUCTS, IN	350.84
06/02/2022	FAMILY PARTS COMPANY INC	123.20
06/02/2022	HTS TEXAS	556.25
06/02/2022	BANNERS PLUS	415.00
06/02/2022	HONDO ANVIL HERALD	44.00
06/02/2022	H-E-B GROCERY COMPANY	1,835.25
06/02/2022	Brown, Bridgett	54.95
06/02/2022	LABATT INSTITUTIONAL SUPPLY CC	26,751.22
06/02/2022	RIO MEDINA TRUCK & AUTOMOTI	1,714.47
06/02/2022	SAM'S CLUB DIRECT	143.85
06/02/2022	SHELBY L COOK	30.00
06/02/2022	SMITHPRINT II INC	419.63
06/02/2022	TCEA/TX COMPUTER EDUCATORS /	289.00
06/02/2022	TRADITIONS SCREEN PRINTING & I	745.00
06/02/2022	TYLER TECHNOLOGIES, INC	7,800.00
06/02/2022	WASHING EQUIPMENT OF TEXAS	1,218.69

June 2022 Check Register

Check Date	Vendor	Check Amount
06/02/2022	NATIONAL CHEERLEADERS ASSOCI	1,585.00
06/02/2022	MCCORMICK'S GROUP, LLC	7,126.55
06/02/2022	MVISD-FOOD SERVICE DEPT	406.00
06/02/2022	BOLDT, DOUGLAS C	600.00
06/02/2022	CAMT REGISTRATION	350.00
06/02/2022	CAMT REGISTRATION	350.00
06/02/2022	HARMISON, MACY	160.00
06/02/2022	LAKESHORE LEARNING MATERIALS	1,274.80
06/02/2022	J TAYLOR EDUCATION, INC	3,442.50
06/02/2022	J.W. PEPPER AND SON, INC.	24.00
06/02/2022	BEXAR COUNTY ELECTIONS DEPAR	5,861.43
06/02/2022	MOBILE DEFENDERS, LLC.	319.90
06/02/2022	MVISD-TRANSPORTATION DEPT	2,194.78
06/02/2022	TROXELL COMMUNICATIONS, INC	6,240.00
06/02/2022	APPLE INC.	5,880.00
06/02/2022	BILL MILLERS BAR-B-Q	233.70
06/02/2022	MATERA PAPER COMPANY, INC	13,457.95
06/02/2022	SOUTHWASTE DISPOSAL LLC	632.88
06/02/2022	TRACTOR SUPPLY CO	59.10
06/02/2022	WASTE MANAGEMENT OF TEXAS, I	7,527.84
06/02/2022	WILLIAMSON, KYLA ASHLEY	57.00
06/02/2022	LONE STAR RADIATOR CO INC	300.00
06/02/2022	ALL BATTERY CENTERS, INC.	215.00
06/02/2022	LOWE'S HOME IMPROVEMENT	2,223.25
06/02/2022	CARL TURNER EQUIPMENT INC.	88.12
06/02/2022	CED INC/COLUMBIA ELECTRIC SUP	2,988.00
06/02/2022	EWELL EDUCATIONAL SERVICES, IN	422.50
06/02/2022	FERGUSON ENTERPRISES	41.40
06/02/2022	FOLLETT SCHOOL SOLUTIONS, INC	1,130.26
06/02/2022	MSB CONSULTING GROUP, LLC.	509.72
06/02/2022	STEVE WEISS MUSIC INC	149.00
06/02/2022	TX HS COACHES ED FOUNDATION	2,680.00
06/02/2022	WALKER, RONALD N	25.00
06/02/2022	GIFTS 'N STUFF	215.50
06/02/2022	GONZALES, SYLVIA	25.00
06/02/2022	HAMPTON INN & SUITE-STEPHEN\	216.96
06/02/2022	CHRISTY, SEAN	85.00
06/02/2022	HERFF JONES, LLC	7,759.72
06/02/2022	HOME DEPOT CREDIT SERVICES	495.17
06/02/2022	KYRISH TRUCK CENTERS OF SA LLC	139.56
06/02/2022	YANCEY WATER SUPPLY CORP	2,844.06
06/02/2022	JUNIOR LIBRARY GUILD	6,054.79
06/02/2022	AT&T	2,694.05
06/02/2022	VERASTIGUI, HECTOR ANTHONY	100.00
06/02/2022	AHR'S FLOWER SHOP	220.00

June 2022 Check Register

Check Date	Vendor	Check Amount
06/02/2022	LILLYANA CARPIO PHOTOGRAPHY	600.00
06/02/2022	SOUTHSIDE ISD	1,200.00
06/03/2022	MORPHO TRUST USA, INC.	49.25
06/07/2022	BILL MILLERS BAR-B-Q	37.95
06/07/2022	BILL MILLERS BAR-B-Q	75.50
06/08/2022	ALANIZ, BECKY ANN	25.68
06/08/2022	BORDEN DAIRY	4,727.26
06/08/2022	GOLDEN WEST OIL COMPANY	7,661.50
06/08/2022	AGUILAR, MARCOS A	137.83
06/08/2022	CDW GOVERNMENT, INC.	862.32
06/08/2022	GATEWAY PRINTING & OFFICE SUP	11,690.64
06/08/2022	EDUCATION SERVICE CENTER REGI	175.00
06/08/2022	FIRST EDUCATIONAL RESOURCES, I	99.00
06/08/2022	HIGH SCHOOL MUSIC SERVICE INC	1,419.98
06/08/2022	KELLOGG AND SOVEREIGN CONSU	5,500.00
06/08/2022	MADRIGALES, MARIA LIZABETH	103.19
06/08/2022	SPEED, SANDRA L	95.24
06/08/2022	CARY, GABRIEL	33.11
06/08/2022	ROHRBACH, KENNETH MICHAEL	32.17
06/08/2022	SERVICE UNIFORM	346.46
06/08/2022	STAPLES CONTRACT & COMM, LLC	1,289.62
06/08/2022	WALSH GALLEGOS TREVINO KYLE &	22,092.31
06/08/2022	AMAZON CAPITAL SERVICES, INC	917.13
06/08/2022	AYA HEALTHCARE, INC	2,370.00
06/08/2022	ANISSA N. MOORE	350.00
06/08/2022	RAYMOND SIFUENTES	200.00
06/08/2022	MATERA PAPER COMPANY, INC	653.60
06/08/2022	CETC, LLC	334.00
06/08/2022	VIERA, SELENA MADRIGAL	179.87
06/08/2022	KALAHARI RESORT	444.72
06/08/2022	KALAHARI RESORT	444.72
06/08/2022	SOUTH TEXAS HARDWARE INC - C	217.21
06/08/2022	FERGUSON ENTERPRISES	435.87
06/08/2022	AVALON MOTOR COACHES LLC	1,718.00
06/08/2022	BIG KAHUNA FUNDRAISING	2,970.00
06/08/2022	DANCELINE PRODUCTIONS USA	3,905.00
06/08/2022	BOLDT, DOUGLAS C	600.00
06/08/2022	UNIFIRST HOLDINGS, INC.	50.50
06/08/2022	HACKER, TRAVIS QUENTON	203.23
06/08/2022	HARDIE'S FRESH FOODS	477.00
06/08/2022	GULF COAST PAPER CO INC	463.96
06/08/2022	KURZ & CO.	1,177.90
06/08/2022	JR-UNIFORMS & ACCESSORIES	315.00
06/08/2022	LAKESHORE LEARNING MATERIALS	921.36
06/08/2022	LILLYANA CARPIO PHOTOGRAPHY	225.00

June 2022 Check Register

Check Date	Vendor	Check Amount
06/08/2022	MVISD-TRANSPORTATION DEPT	3,993.28
06/08/2022	OROZCO, CHRISTINE A	73.01
06/08/2022	OMNI HOTELS & RESORTS	648.09
06/08/2022	HOME DEPOT CREDIT SERVICES	168.88
06/08/2022	KYRISH TRUCK CENTERS OF SA LLC	630.92
06/08/2022	QUILL CORPORATION	1,296.36
06/08/2022	RIO MEDINA TRUCK & AUTOMOTI	8,180.48
06/08/2022	SAN ANTONIO FOOD BANK	195.00
06/08/2022	SYSCO USA I, INC./SYSCO CENTRAL	225.66
06/08/2022	TELLUS EQUIPMENT SOLUTIONS, LI	161.82
06/08/2022	TEXAS ASSOC. FOR ALTERNATIVE E	295.00
06/08/2022	TEX ASSOC SECOND SCHOOL PRIN	670.00
06/08/2022	THE OVERALL GRADUATION OFFIC	372.00
06/08/2022	TRACTOR SUPPLY CO	156.62
06/08/2022	TSCHIRHART, HALEY ROSE	56.16
06/08/2022	R. VASQUEZ WOOD FLOORS	7,100.00
06/08/2022	WASTE MANAGEMENT OF TEXAS, I	1,549.13
06/08/2022	WELDERS SUPPLY CO	13.00
06/08/2022	THE CERTIFIED WELDING & TESTIN	860.00
06/08/2022	JANAL WHOLESALE CO.	617.00
06/08/2022	POSITIVE PROMOTIONS, INC	2,690.98
06/08/2022	CAMT REGISTRATION	1,495.00
06/08/2022	MARCELLA M FISCHER	420.00
06/08/2022	MSB CONSULTING GROUP, LLC.	43.33
06/08/2022	NCS PEARSON, INC /AIMS WEB	4,095.00
06/08/2022	TEX ASSN OF SCHOOL BOARDS-TA	1,714.96
06/08/2022	WALMART	569.19
06/08/2022	ALLIED FIRE PROTECTION-SA, LP	3,714.00
06/08/2022	BECKWITH ELECTRONIC ENGINEER	3,630.48
06/08/2022	DPC INDUSTRIES, INC.	217.39
06/08/2022	HERNANDEZ, SONIA	23.24
06/08/2022	MISSION RESTAURANT SUPPLY CO	1,166.28
06/08/2022	ROBBINS PROPANE GAS CO	50.00
06/08/2022	SAN ANTONIO TESTING LABORATC	93.00
06/08/2022	SANDVIG, PAULA	28.65
06/08/2022	THE SHERWIN-WILLIAMS CO	364.42
06/08/2022	TEXAS DEPARTMENT OF AGRICULT	375.00
06/08/2022	212 ATHLETICS	739.00
06/08/2022	EAST CENTRAL HIGH SCHOOL	315.00
06/08/2022	LITERACY RESOURCES, LLC	1,554.94
06/08/2022	BILL MILLERS BAR-B-Q	2,785.00
06/08/2022	COMFORT SUITES-COLLEGE STATIC	324.50
06/08/2022	HAMPTON INN&SUITES,DOWNTON	3,006.44
06/08/2022	HAMPTON INN&SUITES,DOWNTON	838.50
06/08/2022	MEDINA COUNTY APPRAISAL DIST	89,063.11

June 2022 Check Register

Check Date	Vendor	Check Amount
06/08/2022	MEDINA COUNTY TREASURER	18,913.64
06/08/2022	METROSTUDY, INC	5,750.00
06/08/2022	MO RANCH	6,360.00
06/08/2022	NOTHING BUNDT CAKE, LLC	34.00
06/08/2022	SAMUEL CLEMENS HIGH SCHOOL	150.00
06/08/2022	SAN MARCOS BOOSTER CLUB	175.00
06/08/2022	STEVE WEISS MUSIC INC	915.00
06/08/2022	THOMAS JEFFERSON HIGH SCHOO	330.00
06/08/2022	TIVY HIGH SCHOOL ATHLETICS	300.00
06/08/2022	COMAL ISD - PIEPER HIGH SCHOOI	512.00
06/08/2022	LABATT INSTITUTIONAL SUPPLY CC	5,110.52
06/08/2022	YATES COMPANY, LLC.	911.25
06/08/2022	INSCO DISTRIBUTING INC	272.22
06/08/2022	TRANE SAN ANTONIO	1,063.36
06/08/2022	EWING IRRIGATION PRODUCTS, IN	196.43
06/08/2022	AHI ENTERPRISES, LLC	305.00
06/08/2022	BENKE, DAVID EDDIE	79.00
06/08/2022	DOGGETT FREIGHTLINER OF SOUTI	839.24
06/08/2022	FAMILY PARTS COMPANY INC	795.95
06/08/2022	GARST, JUSTIN	1,000.00
06/08/2022	CARLOS PONCE	315.00
06/08/2022	WRIGHT EXPRESS FSC	6.30
06/08/2022	CITY OF LACOSTE WATER DEPT	1,734.06
06/09/2022	MORPHO TRUST USA, INC.	49.25
06/09/2022	TEXAS SCHOOL SAFETY CENTER	400.00
06/13/2022	KALAHARI RESORT	71.58
06/15/2022	INTERNATIONAL CODE COUNCIL	512.00
06/15/2022	MATERA PAPER COMPANY, INC	964.56
06/15/2022	RED WING SHOES	12.75
06/15/2022	ROHRBACH, KENNETH MICHAEL	68.16
06/15/2022	AMAZON CAPITAL SERVICES, INC	171.80
06/15/2022	TX-STAR SPEECH-LANGUAGE SVCS	4,078.75
06/15/2022	BORDEN DAIRY	325.01
06/15/2022	CDW GOVERNMENT, INC.	12,920.00
06/15/2022	INTECH SOUTHWEST SERVICES, LLC	480.00
06/15/2022	BILL MILLERS BAR-B-Q	55.75
06/15/2022	DOMINO'S PIZZA	297.04
06/15/2022	FAMILY PARTS COMPANY INC	1,802.80
06/15/2022	HABY'S ALSATIAN BAKERY	8.85
06/15/2022	KYRISH TRUCK CENTERS OF SA LLC	266.15
06/15/2022	MVISD-TRANSPORTATION DEPT	207.64
06/15/2022	MCGRAW-HILL EDUCATION	33,938.19
06/15/2022	MSB CONSULTING GROUP, LLC.	53.95
06/15/2022	NOLL, STEVEN	100.00
06/15/2022	NOLL, STEVEN	300.00

June 2022 Check Register

Check Date	Vendor	Check Amount
06/15/2022	NOLL, STEVEN	806.00
06/15/2022	QBS, INC.	24.00
06/15/2022	QUILL CORPORATION	160.42
06/15/2022	RESIDENCE INN AUSTIN THE DOMA	569.73
06/15/2022	VOCATIONAL AG TEACHERS ASSOC	20.00
06/15/2022	SA THERAPY IN MOTION INC	16,096.50
06/15/2022	SAM'S CLUB DIRECT	23.88
06/15/2022	SHERATON AUSTIN GEORGETOWN	116.07
06/15/2022	TEXAS BANDMASTERS ASSOCIATIC	525.00
06/15/2022	TEXAS EDUCATION AGENCY/MS	240.00
06/15/2022	J2 CLOUD SERVICES, LLC	499.75
06/15/2022	J2 CLOUD SERVICES, LLC	537.97
06/15/2022	APLUS COMPSCI, LLC	350.00
06/15/2022	ASSESSMENT INTERVENTION MGM	12,268.75
06/15/2022	DOCUMENT TRACKING SERVICES, I	612.50
06/15/2022	DOMINO'S PIZZA #8029	53.94
06/15/2022	ENHANCED VISION SYSTEMS INC.	784.00
06/15/2022	HOME DEPOT CREDIT SERVICES	264.95
06/15/2022	MEDICAL WHOLESALE, INC.	540.00
06/15/2022	SCOTTISH RITE LEARNING CTR OF	3,800.00
06/15/2022	TEXAS ASSOC OF SCHOOL PSYCHC	125.00
06/15/2022	TRADITIONS SCREEN PRINTING & I	462.00
06/15/2022	TRANE SAN ANTONIO	240.17
06/15/2022	WALMART	323.17
06/15/2022	TEXAS LOCK & DOOR CLOSER, INC	390.10
06/15/2022	THE SHERWIN-WILLIAMS CO	1,338.48
06/15/2022	THE SCIENCE DUO, LLC	2,739.00
06/15/2022	DOMINO'S PIZZA	214.25
06/15/2022	DPC INDUSTRIES, INC.	20.00
06/15/2022	4 IMPRINT, INC	1,530.66
06/15/2022	INSCO DISTRIBUTING INC	307.57
06/15/2022	DIRECTV	92.67
06/15/2022	CPS ENERGY	135,932.24
06/15/2022	LABATT INSTITUTIONAL SUPPLY CC	835.59
06/15/2022	THE OVERALL GRADUATION OFFIC	2,679.85
06/15/2022	HARDIE'S FRESH FOODS	171.30
06/15/2022	E3 DIAGNOSTICS INC.	680.00
06/15/2022	SAN ANTONIO WATER SYSTEM	4,309.08
06/15/2022	TEACHER SYNERGY, LLC	348.99
06/15/2022	JT ADVERTISING & GRAPHICS	70.00
06/15/2022	AT&T INTERNET	598.12
06/15/2022	ALLSTREAM BUSINESS US, LLC	866.47
06/15/2022	CASTROVILLE UTILITY SYSTEM	15,155.13
06/15/2022	TEXAS SCOTTISH RITE HOSPITAL FC	2,984.25
06/15/2022	TEXAS DEPT OF PUBLIC SAFETY	57.00

June 2022 Check Register

Check Date	Vendor	Check Amount
06/15/2022	HOLIDAY INN BEACH RESORT	395.59
06/15/2022	SSR	360.00
06/15/2022	BEXAR COUNTY CLERK	102,439.57
06/16/2022	MORPHO TRUST USA, INC.	49.25
06/21/2022	MORPHO TRUST USA, INC.	49.25
06/21/2022	MORPHO TRUST USA, INC.	49.25
06/22/2022	GATEWAY PRINTING & OFFICE SUP	10,797.58
06/22/2022	TOOLS 4 READING, LLC	12,900.00
06/22/2022	MATERA PAPER COMPANY, INC	678.80
06/22/2022	VIERA, SELENA MADRIGAL	45.00
06/22/2022	AMAZON CAPITAL SERVICES, INC	1,046.68
06/22/2022	BORDEN DAIRY	1,021.44
06/22/2022	SERVICE UNIFORM	136.61
06/22/2022	HAYDAY, INC/CTWP	992.32
06/22/2022	DOGGETT FREIGHTLINER OF SOUTH	1,989.36
06/22/2022	FAMILY PARTS COMPANY INC	811.93
06/22/2022	MVISD-TRANSPORTATION DEPT	2,268.32
06/22/2022	SCHOLASTIC INC	341.28
06/22/2022	GOMEZ, GERONIMO M	97.00
06/22/2022	H-E-B GROCERY COMPANY	684.91
06/22/2022	R. DUANE HUFF PRODUCTIONS, INC	3,750.00
06/22/2022	JT ADVERTISING & GRAPHICS	50.00
06/22/2022	WALMART	631.88
06/22/2022	KYRISH TRUCK CENTERS OF SA LLC	306.03
06/22/2022	DUMAS HARDWARE COMPANY	250.00
06/22/2022	EWING IRRIGATION PRODUCTS, INC	2,568.77
06/22/2022	HOME DEPOT CREDIT SERVICES	389.02
06/22/2022	LARRY WUNSCH & ASSOCIATES INC	1,714.13
06/22/2022	SOMETHINGS TO CHEER ABOUT	877.50
06/22/2022	STC ENVIRONMENTAL SERVICES, INC	1,315.00
06/22/2022	TRACTOR SUPPLY CO	32.99
06/22/2022	USPS-POSTMASTER	345.00
06/22/2022	WEX BANK	112.25
06/22/2022	NASCO	1,475.66
06/22/2022	FLINN SCIENTIFIC INC	354.47
06/22/2022	BEACON ATHLETICS	836.62
06/22/2022	CHICK-FIL-A	309.20
06/22/2022	ELITE SPORTSWEAR, L.P.	971.03
06/22/2022	FREDERICKSBURG I.S.D.	366.00
06/22/2022	DOMINO'S PIZZA #8029	166.24
06/22/2022	APPLE INC.	1,048.50
06/22/2022	LABATT INSTITUTIONAL SUPPLY CO	1,950.68
06/22/2022	NELCO	695.20
06/22/2022	POSITIVE PROMOTIONS, INC	609.73
06/22/2022	KURZ & CO.	156.96

June 2022 Check Register

Check Date	Vendor	Check Amount
06/22/2022	BURKHOLDER, DANA	7.90
06/22/2022	HARDIE'S FRESH FOODS	543.05
06/22/2022	ROLLING HILLS PUBLISHING	2,178.00
06/22/2022	RIO MEDINA TRUCK & AUTOMOTI	1,146.51
06/22/2022	SHELBY L COOK	236.10
06/22/2022	SKILLS USA-TEXAS	60.00
06/22/2022	LL GYM EQUIPMENT SERVICES	14,400.00
06/22/2022	SPORTS IMPORTS, INC.	1,705.85
06/22/2022	SOUTH TEXAS HARDWARE INC - C	193.45
06/22/2022	SUN CITY TX COMMUNITY ASSOC,	135.00
06/22/2022	SSR	120.00
06/22/2022	TEXAS A&M AGRILIFE EXTENSION S	288.01
06/22/2022	THE MASTER TEACHER, INC.	283.00
06/22/2022	BECKWITH ELECTRONIC ENGINEER	2,516.56
06/22/2022	CARRIER ENTERPRISE LLC	3,319.15
06/22/2022	THE PROPHET CORP	697.98
06/22/2022	RICE UNIVERSITY	600.00
06/22/2022	SIGNATURE CLEANERS LLC	248.50
06/22/2022	WCW DESIGN CO, LLC	1,900.00
06/22/2022	LAS PALAPAS MEX. REST.-ALAMO F	128.97
06/22/2022	AIRGAS INC.	30,660.00
06/22/2022	THE COLLEGE BOARD	15,813.00
06/22/2022	LOWE'S HOME IMPROVEMENT	369.32
06/22/2022	MOBILE DEFENDERS, LLC.	3,029.50
06/22/2022	TELLUS EQUIPMENT SOLUTIONS, LI	2,749.94
06/23/2022	MARRUFO, ZUGEY H	200.00
06/24/2022	MORPHO TRUST USA, INC.	49.25
06/29/2022	AYA HEALTHCARE, INC	1,890.00
06/29/2022	CDW GOVERNMENT, INC.	2,517.94
06/29/2022	CURRICULUM ASSOCIATES, LLC	189.28
06/29/2022	INTECH SOUTHWEST SERVICES, LLC	2,375.00
06/29/2022	HIGH SCHOOL MUSIC SERVICE INC	248.95
06/29/2022	SOFIA'S PIZZERIA	1,467.00
06/29/2022	AMAZON CAPITAL SERVICES, INC	3,891.76
06/29/2022	MATERA PAPER COMPANY, INC	164.60
06/29/2022	BORDEN DAIRY	1,067.87
06/29/2022	SERVICE UNIFORM	136.61
06/29/2022	RIDDELL/ALL AMERICAN SPORTS C	123.77
06/29/2022	EDUCATION SERVICE CENTER REGI	165.00
06/29/2022	FIRST EDUCATIONAL RESOURCES, I	990.00
06/29/2022	GOLDEN WEST OIL COMPANY	7,270.76
06/29/2022	SHARP, CHIMA LACHELLE	38.61
06/29/2022	HAYDAY, INC/CTWP	15,045.83
06/29/2022	ROADRUNNER CHARTERS, INC.	2,143.50
06/29/2022	N2Y LLC	16,339.31

June 2022 Check Register

Check Date	Vendor	Check Amount
06/29/2022	NATIONAL EDUCATORS' LAW INST	195.00
06/29/2022	MSB CONSULTING GROUP, LLC.	22.59
06/29/2022	MSC INDUSTRIAL SUPPLY CO	525.68
06/29/2022	CATHOLIC CHARITIES ARCHDIOCES	343.50
06/29/2022	FAMILY PARTS COMPANY INC	1,149.98
06/29/2022	FOLLETT SCHOOL SOLUTIONS, INC	10,475.04
06/29/2022	HABY'S ALSATIAN BAKERY	30.75
06/29/2022	HARDIE'S FRESH FOODS	2,546.29
06/29/2022	CENGAGE LEARNING	2,371.88
06/29/2022	SAN ANTONIO AQUARIUM LLC	74.25
06/29/2022	STEVE WEISS MUSIC INC	14,475.00
06/29/2022	TEXAS BANDMASTERS ASSOCIATIC	125.00
06/29/2022	ULTIMATE DRILL BOOK INC	1,500.00
06/29/2022	WALMART	509.71
06/29/2022	WASTE MANAGEMENT OF TEXAS, I	450.25
06/29/2022	J.W. PEPPER AND SON, INC.	338.92
06/29/2022	CED INC/COLUMBIA ELECTRIC SUP	995.86
06/29/2022	FLINN SCIENTIFIC INC	231.70
06/29/2022	GIFTS 'N STUFF	120.00
06/29/2022	HOME DEPOT CREDIT SERVICES	98.91
06/29/2022	INSCO DISTRIBUTING INC	361.41
06/29/2022	MVISD-TRANSPORTATION DEPT	805.58
06/29/2022	MIND YOUR SELF COUNSELING	650.00
06/29/2022	LABATT INSTITUTIONAL SUPPLY CC	519.32
06/29/2022	KURZ & CO.	110.00
06/29/2022	212 ATHLETICS	2,942.00
06/29/2022	SAM'S CLUB DIRECT	542.29
06/29/2022	VIVROUX SPORTING GOODS	2,220.00
06/29/2022	KYRISH TRUCK CENTERS OF SA LLC	264.80
06/29/2022	CENTERPOINT ENERGY	1,267.57
06/29/2022	DAVIS, ROSELYN EDITH	79.00
06/29/2022	EVAPOCORE INC/CARLISE AUTO AI	774.69
06/29/2022	SOUTH TEXAS HARDWARE INC - C	10.96
06/29/2022	WALKER, RONALD N	97.00
06/29/2022	TCEA/TX COMPUTER EDUCATORS /	119.00
06/29/2022	TCASE - TX CO OF ADMIN OF SPEC	3,000.00
06/29/2022	MEDINA COUNTY TAX OFFICE	112.50
06/29/2022	SA THERAPY IN MOTION INC	6,762.00
06/29/2022	COFIROUTE CORPORATION	2.49
06/29/2022	NCS PEARSON, INC /AIMS WEB	4,500.00
06/29/2022	TEXAS FFA ASSOCIATION	1,847.00
06/29/2022	DE LEON, MARIO	104.11
06/29/2022	MEDINA ELECTRIC COOPERATIVE, I	645.50



Medina Valley
INDEPENDENT SCHOOL DISTRICT

Superintendent Briefing

July 18, 2022

JULY 2022

Medina Valley ISD

Employee of the Month

TOBIE KENNEDY
DIRECTOR OF TRANSPORTATION



Employee of the Month July 2022

District Highlights



Medina Valley Skills Construction attended the National Leadership and Skills Conference in June. During the two-day competition, they built a 10' x 8' split level structure with a rack wall.²⁷ They placed 19th overall for their first trip to Atlanta!



Gary Stevens has been recognized as the 2021-22 MVISD Bus Driver of the Year by the Property Casualty Alliance of Texas!

We thank Mr. Stevens for his leadership, positive attitude, perseverance, student/parent relationships and technical skills that earned him this special award.

Madison Guerrero, MVHS 2022 Graduate, has made the San Antonio Express News All-Area Team and Super Team. She also was one of 39 student-athletes across the country to be named a NFCA High School All-American.

She will attend St. Mary's University this fall, where she will be playing softball.





The MVHS Class of 2022 was featured by News4/Fox29 in their "Salute to Seniors" segment. The program highlights many of the accomplishments of this most recent graduating class.

District Enrollment

	06/03/21	05/27/22	Growth
Castroville Elementary	588	616	+28
LaCoste Elementary	587	660	+73
Ladera Elementary	-----	659	+659
Luckey Ranch Elementary	885	750	-135
Potranco Elementary	882	783	-99
Medina Valley Middle School	621	916	+295
Loma Alta Middle School	871	760	-111
Medina Valley High School	1,742	1,921	+179
<u>District-Wide</u>	6,176	7,065	+889

Total Enrollment

June 3, 2021: 6,176

May 27, 2022: 7,065

Summary of Special Agents Bradley and Culpepper's visit on the morning of June 30, 2022:

On Thursday, June 30th, two officials with the US Department of Education Office of the Inspector General, met with Dr. Rohrbach, Mr. Zamora, and Mr. Cary. Special Agents Bradley and Culpepper stated they had received numerous complaints about the district. But, all they are concerned with is how the District has spent federal dollars. In particular they had questions about how Esser funds have been spent. Mr. Cary detailed for them how those funds have been spent and how the remaining funds will be spent. They acknowledged that all of the expenditures are allowable. Agent Culpepper sent Mr. Cary a spreadsheet to fill out and return, which has occurred. They stated several times that the district is NOT under federal investigation, that what they were conducting was an oversight review. They stated as they were leaving that if we did not hear from them again, to consider the matter closed. They did hand Dr. Rohrbach a letter, which I will read now.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL

June 28, 2022

Dr. Kenneth Rohrbach
Superintendent
Medina Valley Independent School District
8449 FM 471 S
Castroville, TX 78009

Ref: Elementary and Secondary School Emergency Relief Fund (ESSER) and Governor's
Emergency Education Relief Fund (GEER) Oversight Review

Dear Dr. Kenneth Rohrbach,

The U.S. Department of Education's (Department) Office of Inspector General (OIG) is conducting an oversight review of Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funds awarded to your district. As part of this review, the OIG is requesting ESSER and GEER expenditure information for the period March 2020 to present. The OIG is an independent arm of the Department responsible for ensuring that pandemic relief funds are used as the law requires and reach the intended recipients.

As you are aware, over \$190 billion was provided to the Department, Office of Elementary and Secondary Education to award ESSER funds to State educational agencies for the purpose of providing local educational agencies with pandemic relief funds. These funds address the impact that COVID-19 had on elementary and secondary schools. Additionally, over \$4 billion in GEER funds were provided to Governor's Offices to assist school districts, institutions of higher education, and other education related entities with emergency assistance as a result of the COVID-19.

Funding for ESSER and GEER was authorized by three laws: the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (Public Law 116-136), signed into law on March 27, 2020; the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) (Public Law 116-260), signed into law on December 27, 2020; and the American Rescue Plan Act of 2021 (ARP) (Public Law 117-2), signed into law on March 11, 2021.

The authority for this request is Section 6(a)(3) of the Inspector General Act of 1978, as amended. Additionally, the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards requires that non-Federal entities receiving Federal funds provide the Inspector General with access to any records pertinent to the Federal award. See 2 C.F.R. 200.336 (2019), 2 C.F.R. 200.337 (effective November 12, 2020).

Page 2 – Elementary and Secondary School Emergency Relief Fund (ESSER) and Governor's Emergency Education Relief Fund (GEER) Oversight Review

Please contact Special Agent Marcus Culpepper (SA Culpepper) if you have any questions about this request. He will provide you with instructions on how your district can upload the ESSER and GEER expenditure data to a spreadsheet on a secure shared site. SA Culpepper can be reached at 214-878-0117 and Marcus.Culpepper@ed.gov.

Thank you for your prompt attention to this matter.

Respectfully,

Digitally signed by
NICOLE GARDNER
Date: 2022.06.28
08:09:52 -04'00'

Nicole Gardner
Special Agent in Charge
Special Investigations Unit

cc:

Cory Green, Associate Commissioner, Department of Grant Compliance & Administration, Texas
Education Agency

MVISD Student Handbook Updates:

Transportation

The Transportation department worked in collaboration with the campus Principals, both Elementary and Secondary, to improve the support provided to students and parents of Medina Valley ISD. Improvements include communication and discipline for the overall safety of the students.

The Safety of our students was also addressed within the Middle Schools and the High School campuses. In order to comply with the section of our Safety and Security Audit, the district must include a description in our student handbooks on our Student ID policy. Student ID campus policies were updated and reviewed with our Safety Coordinator, Mrs. Stivors. All additions will be communicated to parents and families at the beginning of the school year.

**Medina Valley ISD
2022-2023
High School Student Handbook**



MEDINA VALLEY HIGH SCHOOL
M E D I N A V A L L E Y I S D

Tanner Lange, Principal
8365 FM 471 South 🐾 Castroville, TX 78009

www.MVISD.com

If you have difficulty accessing the information in this document because of disability,
please contact the district at 830-931-2243.

Medina Valley High School Student Handbook

Contents

High School Student Handbook	0
Preface Parents and Students:	14
Accessibility	15
Section One: Parental Rights	16
Consent, Opt-Out, and Refusal Rights	16
Consent to Conduct a Psychological Evaluation	16
Consent to Provide a Mental-Health Care Service	16
Consent to Display a Student's Original Works and Personal Information	16
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14	17
Consent to Video or Audio Record a Student when Not Already Permitted by Law	17
Limiting Electronic Communications between Students and District Employees	17
Objecting to the Release of Directory Information	18
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education	19
Participation in Third-Party Surveys	19
Consent Required Before Student Participation in a Federally Funded Survey	19
"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	20
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	20
Human Sexuality Instruction	20
Annual Notification	20
Reciting a Portion of the Declaration of Independence in Grades 3–12	21
Reciting the Pledges to the U.S. and Texas Flags	21
Religious or Moral Beliefs	22
Tutoring or Test Preparation	22
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	22
Instructional Materials	22
Notices of Certain Student Misconduct to Noncustodial Parent	22
Participation in Federally Required, State-Mandated, and District Assessments	23
Student Records	23

Medina Valley High School Student Handbook

Accessing Student Records	23
Authorized Inspection and Use of Student Records	23
Teacher and Staff Professional Qualifications	26
A Student with Exceptionalities or Special Circumstances	27
Children of Military Families	27
Parental Role in Certain Classroom and School Assignments	27
Multiple-Birth Siblings	27
Safety Transfers/Assignments	28
Student Use of a Service/Assistance Animal	28
A Student in the Conservatorship of the State (Foster Care)	28
A Student Who Is Homeless	29
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	30
Special Education Referrals	30
Contact Person for Special Education Referrals	31
Section 504 Referrals	31
Contact Person for Section 504 Referrals	31
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	32
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	32
A Student Who Speaks a Primary Language Other than English	32
A Student with Physical or Mental Impairments Protected under Section 504	32
Section Two: Other Important Information for Parents and Students	34
Absences/Attendance	34
Compulsory Attendance	34
Ages 6–18	34
Age 19 and Older	34
Compulsory Attendance—Exemptions	35
All Grade Levels	35
Secondary Grade Levels	35
Compulsory Attendance—Failure to Comply	35

Medina Valley High School Student Handbook

Students with Disabilities	36
Ages 6–18	36
Age 19 and Older	36
Attendance for Credit or Final Grade	37
Official Attendance-Taking Time	37
Documentation after an Absence	38
Doctor’s Note after an Absence for Illness	38
Certification of Absence Due to Severe Illness or Treatment	38
Driver License Attendance Verification	39
Accountability under State and Federal Law	39
Armed Services Vocational Aptitude Battery Test (Grades 10–12)	40
Awards and Honors	40
Bullying	40
Career and Technical Education (CTE) Programs	42
Celebrations	43
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children	43
Warning Signs of Sexual Abuse	43
Warning Signs of Trafficking	44
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	45
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	45
Class Rank/Highest-Ranking Student	45
Class Schedules	46
College and University Admissions and Financial Aid	48
College Credit Courses	48
Closed Campus	49
Communications	49
Parent Contact Information	49
A parent may update contact information by contacting the District Registrar, Lindsay Hartnett, lindsay.hartnett@mvisd.org	50
Emergency	50
Nonemergency	50

Medina Valley High School Student Handbook

Complaints and Concerns	50
Conduct	50
Applicability of School Rules	51
Campus Behavior Coordinator	51
Deliveries	51
Disciplinary Alternative Education Placement (DAEP): Placement Term / Behavioral Contract	51
Disruption of School Operations	52
Food or Drink in the Classroom	52
Public Displays of Affection (PDA)	52
Skateboards, Roller skates, etc.	52
Revoking Transfers	52
Violations of Law – Alcohol, Drugs, Tobacco and Weapons	53
Social Events	53
Contagious Diseases / Conditions	53
Personal Counseling	53
Academic Counseling	54
High School Grade Levels	54
Personal Counseling	55
Course Credit	55
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)	55
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	56
Students in Grades 6–12	56
Placement Test for World Languages	57
Dating Violence, Discrimination, Harassment, and Retaliation	57
Dating Violence	57
Discrimination	58
Harassment	58
Sexual Harassment and Gender-Based Harassment	58
Retaliation	59
Reporting Procedures	59

Medina Valley High School Student Handbook

Investigation of Report	60
Discrimination	60
Distance Learning	60
Texas Virtual School Network (TXVSN)	60
Distribution of Literature, Published Materials, or Other Documents School Materials	61
Non-school Materials	61
From Others	62
Dress and Grooming	62
General Requirements	62
Shirts	63
Pants/Shorts/Skirts/Dresses	63
Shoes	63
Hair	63
Electronic Devices and Technology Resources	64
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	64
Possession and Use of Other Personal Electronic Devices	65
Instructional Use of Personal Telecommunications and Other Electronic Devices	65
Acceptable Use of District Technology Resources	65
District Responsibilities:	66
Unacceptable and Inappropriate Use of Technology Resources	66
End-of-Course (EOC) Assessments	66
English Learners	66
Extracurricular Activities, Clubs, and Organizations	67
Standards of Behavior	68
Offices and Elections	68
Fees	69
FLEX Year:	70
Fundraising	71
Gang-Free Zones	71
Gender-Based Harassment	71
Grade-Level Classification	71

Medina Valley High School Student Handbook

Grading Guidelines	72
Secondary Grades:	72
Semester and Course Grades	73
Academic Honesty	73
Repeating a Course for Strength	73
Repeating a Course for Credit	73
Core Area Enrichment Classes	74
Graduation	74
Requirements for a Diploma	74
Testing Requirements for Graduation	74
Foundation Graduation Program	75
Credits Required	76
Available Endorsements	77
FAFSA or TASFA	77
Personal Graduation Plans	78
Available Course Options for All Graduation Programs	78
Certificates of Coursework Completion	78
Three Year Graduates	79
Mid-Term Senior Graduation	79
Students with Disabilities	79
Graduation Activities	80
Graduation Ceremony	80
Please Note:	80
Graduation Speakers	80
Graduation Expenses	81
Scholarships and Grants	81
Harassment	81
Hazing	81
Health—Physical and Mental	82
Illness	82
Immunization	83

Medina Valley High School Student Handbook

Lice	84
Medicine at School	84
MVISD Medication and Medical Procedure Protocols	85
Prescription Medications	85
Non-Prescription Medications	86
As Needed Medication	86
Medical Procedures	86
Asthma and Severe Allergic Reactions	87
Unassigned Epinephrine Auto-injectors	87
Unassigned Prescription Asthma Medication	87
Steroids	88
Mental Health Support	88
Physical Activity Requirements	89
Temporary Restriction from Participation in Physical Education	89
Physical Fitness Assessment	89
Physical Health Screenings/Examinations	89
Athletics Participation	89
Spinal Screening Program	90
Other Examinations and Screenings	90
Special Health Concerns	90
Bacterial Meningitis	90
What is meningitis?	91
What are the symptoms?	91
How serious is bacterial meningitis?	91
How is bacterial meningitis spread?	91
How can bacterial meningitis be prevented?	91
What should you do if you think you or a friend might have bacterial meningitis?	91
Where can you get more information?	92
Diabetes	92
Food Allergies	92
Seizures	92

Medina Valley High School Student Handbook

Tobacco and E-Cigarettes Prohibited	93
Health-Related Resources, Policies, and Procedures	93
Physical and Mental Health Resources	93
Policies and Procedures that Promote Student Physical and Mental Health	93
School Health Advisory Council (SHAC)	94
Student Wellness Policy/Wellness Plan	94
Homework	94
Law Enforcement Agencies	95
Questioning of Students	95
Students Taken into Custody	95
Notification of Law Violations	96
Leaving Campus	96
During Lunch	97
At Any Other Time during the School Day	97
Recurring Early Releases	97
Limited English Proficient Students	98
Lost and Found	99
Makeup Work	99
Makeup Work Because of Absence	99
Grades 9–12	99
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work	100
Alternative Means to Receive Coursework	100
Opportunity to Complete Courses	100
Nondiscrimination Statement	100
Parent and Family Engagement	101
Working Together	101
Parking and Parking Permits	102
Pledges of Allegiance and a Minute of Silence	103
Prayer	103
Promotion and Retention	103
High School Grade Levels	103

Medina Valley High School Student Handbook

Release of Students from School	104
Report Cards/Progress Reports and Conferences	104
Retaliation	104
Safety	104
Accident Insurance	105
Insurance for Career and Technical Education (CTE) Programs	105
Crisis Management Plan	105
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	105
Fire Drill and Evacuation Bells	106
Tornado Drill Bells	106
Tornado Drill and Lock-down Bells	106
Internet Safety	106
Preparedness Training: CPR and Stop the Bleed	106
Emergency Medical Treatment and Information	106
Emergency School Closing Information	107
SAT, ACT, and Other Standardized Tests	107
Schedule Changes	107
School Facilities	107
Asbestos Management Plan	108
Food and Nutrition Services	108
Vending Machines	108
Pest Management Plan	109
Conduct Before and After School	109
Library	109
Use of Hallways during Class Time	109
Use by Students Before and After School	109
Meetings of Noncurriculum-Related Groups	110
School-Sponsored Field Trips	110
Searches	110
Searches in General	110
District Property	111

Medina Valley High School Student Handbook

Metal Detectors	111
Telecommunications and Other Electronic Devices	111
Trained Dogs	111
Vehicles on Campus	111
Sexual Harassment	111
Special Programs	111
Standardized Testing	112
Secondary Grade Levels	112
SAT/ACT (Scholastic Aptitude Test and American College Test)	112
TSI (Texas Success Initiative) Assessment	113
STAAR (State of Texas Assessments of Academic Readiness)	113
Grades 3–8	113
High School Courses End-of-Course (EOC) Assessments	114
Students in Foster Care	114
Students Who are Homeless	115
Student Speakers	115
Summer School	115
Tardies	115
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials	115
Dual Credit courses	116
Transfers	116
Transportation	116
School-Sponsored Trips	116
Buses and Other School Vehicles	116
General Safety Rules	117
Procedures for waiting for the bus:	117
Loading the bus	117
Conduct on the bus	118
Getting off the bus:	118
Crossing the street after exiting the bus:	118
Accidents and Emergencies:	119

Medina Valley High School Student Handbook

The following infractions are grounds for immediate and/or permanent removal:	119
Discipline:	119
Consequences for Bus Rule Violations:	120
Vandalism	120
Video Cameras	120
Visitors to the School	120
General Visitors	121
Unauthorized Persons	121
Visitors Participating in Special Programs for Students	121
Business, Civic, and Youth Groups	121
Career Day	121
Volunteers	121
Voter Registration	122
Withdrawing from School	122
Glossary	122
Freedom from Bullying Policy	126
Student Welfare: Freedom from Bullying	126

Board Members

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President

Shannon Beasley
Vice President

Jennilea Campbell
Secretary

Matt Castiglione
Trustee

**Veronica
Cavazos**
Trustee

Paula Davidson
Trustee

Mario De Leon
Trustee

Administration

Superintendent

Dr. Scott Caloss

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

Juan Zamora
Assistant Superintendent of
Finance & Operations

Medina Valley High School

8365 CR 471 S.
Castroville, TX 78009
Phone: (830) 931-2243

Administration

Mr. Tanner Lange
Principal

Amanda Monteiro
Vice Principal

Kathryn Nevarez
Vice Principal

John Slaton
Vice Principal

Fernando Torres
Vice Principal

Ashleigh Weeaks
Vice Principal

Academic Dean

Brenda Estrella-Pagan

Counseling

Rebecca McHazlett
Lead Counselor

LaTonyia Fleming

**Anneke
Tschirhart**

Denise Lozano

Marla Chessher

**Rosemary
Morales**

Nurse

Sarah Fulks, RN – School Nurse

Brianne Moreno - LVN

Preface Parents and Students:

Welcome to the new school year!

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

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

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

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

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Campus Front Office.

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

Medina Valley High School Student Handbook

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Tanner Lange, Principal
Medina Valley High School
8365 CR 471 S., Castroville, TX 78009
tanner.lange@mvisd.org
Phone: (830) 931-2243

Complete the following forms in Skyward Family Access:

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

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Selena Viera
Communications Coordinator
8449 FM 471 South, Castroville TX 78009
selena.viera@mvisd.org
830-931-2243 ext 1254

Section One: Parental Rights

This section describes certain parental rights 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 prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

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

The mental health liaison can be reached at:

Tonie Hutzler
Director Guidance & Counseling
8449 FM 471 South, Castroville TX 78009
tonie.hutzler@mvisd.org
830-931-2243 ext 1145

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page .

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,

Medina Valley High School Student Handbook

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

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a 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.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

Medina Valley High School Student Handbook

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

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

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

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

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

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,

Medina Valley High School Student Handbook

- News releases, and
- Athletic programs.

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

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

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

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

Medina Valley High School Student Handbook

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

Human Sexuality Instruction

Annual Notification

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

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

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

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

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

Instruction: SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the Quaver Health & PE (Grades PK - 5) and Goodheart Willcox Curriculum for Secondary. It is an abstinence-based program. If you wish to review the curriculum,

Medina Valley High School Student Handbook

please contact the school nurse at your child's campus. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

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

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or

Medina Valley High School Student Handbook

- 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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

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

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,

Medina Valley High School Student Handbook

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

Authorized Inspection and Use of Student Records

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

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

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

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

- Reaches the age of 18,

Medina Valley High School Student Handbook

- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

Medina Valley High School Student Handbook

- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at:

Tanner Lange, Principal
Medina Valley High School
8365 CR 471 S., Castroville, TX 78009
tanner.lange@mvisd.org
Phone: (830) 931-2243

You may contact the custodian of records for students who have withdrawn or graduated at:

Dr. Scott Caloss, Superintendent
Medina Valley ISD
8449 CR 471 S., Castroville, TX 78009
scott.caloss@mvisd.org
Phone: (830) 931-2243

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

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

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

Medina Valley High School Student Handbook

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page, **Complaints and Concerns** on page, and Finality of Grades at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

- Called to active duty,

Medina Valley High School Student Handbook

- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom 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.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the Superintendent for more information.

[See **Bullying** on page 42, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

Medina Valley High School Student Handbook

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course.

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

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

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

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

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

A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;

Medina Valley High School Student Handbook

- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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

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.

Medina Valley High School Student Handbook

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

John Reynolds

Medina Valley High School Student Handbook

Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

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

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

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page and **Special Programs** on page .]

Medina Valley High School Student Handbook

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Ages 6–18

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

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

Medina Valley High School Student Handbook

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page for more information.]

Secondary Grade Levels

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

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

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

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

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

Compulsory Attendance—Failure to Comply

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

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

Medina Valley High School Student Handbook

Students with Disabilities

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

Ages 6–18

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

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Joe Romo
Truancy Officer
153 CR 483, LaCoste, TX 78039
jose.romo@mvisd.org
830-931-2243

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile

Medina Valley High School Student Handbook

court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal and the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 37 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time

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

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

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

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

Medina Valley High School Student Handbook

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

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

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

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

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

Doctor's Note after an Absence for Illness

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

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

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.

Please Note:

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

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

Medina Valley High School Student Handbook

Medical Exemption

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

For purposes of this medical exemption the appointment must be a face-to-face consultation with a healthcare professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification

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

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/section/driver-license>.

Accountability under State and Federal Law

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

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

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

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

Medina Valley High School Student Handbook

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

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

The test shall be offered on one of the following dates: November 8, 9, 10, 2022 at 8:30 AM at Medina Valley High School.

Contact the principal for information about this opportunity.

Awards and Honors

Academic Excellence Awards – High School

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

PAWS Awards

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

Cumulative Grade Average

1. Summa Cum Laude = 4.8-5.0 GPA or higher – Gold Paw
2. Magna Cum Laude = 4.5-4.79 – Silver Paw
3. Cum Laude = 4.0-4.49 – Black Paw

Bullying

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

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

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

- A cellular or other type of telephone
- A computer
- A camera

Medina Valley High School Student Handbook

- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

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

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

A student may anonymously report an alleged incident of bullying visiting www.mvisd.com.

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

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

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

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

Medina Valley High School Student Handbook

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

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

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

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

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

Career and Technical Education (CTE) Programs

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

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio Visual Technology, and Communications

Business, Marketing, and Finance

Education and Training

Health Science

Hospitality and Tourism

Human Services

Law and Public Service

Science, Technology, Engineering, and Mathematics

Transportation, Distribution, and Logistics

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

District policy prohibits discrimination 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.

District policy also prohibits discrimination 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.

Medina Valley High School Student Handbook

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

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

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed on the mvisd.website at www.mvisd.com.

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

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

Medina Valley High School Student Handbook

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

Medina Valley High School Student Handbook

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

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

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

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

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student

Class Rank

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

Top Ten Percent

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

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

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks by earning a 23 composite with 19 in Math and Reading or earns at least a 1500 out of 2400 on the SAT.
- To qualify for Top Ten Percent students graduating in 2018 or after Completes Algebra 2 course work and qualify for Foundation with Endorsement. [For further information, see policies at EIC.]

Medina Valley High School Student Handbook

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

Highest-Ranking Students

Valedictorian

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

Salutatorian

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

Recognized Graduates

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

[See policy EIC for more information.]

Class Schedules

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

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

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

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

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

Medina Valley High School Student Handbook

- 9) Class change requests during the first week of school will be delayed until initial attendance accounting is complete.

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

ADVANCED COURSES (Honors, AP, Dual Credit)

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

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

Students and parents will be required to sign an advanced course agreement contract before enrolling in advanced level courses.

Core area advanced level prerequisites

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

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

General requirements

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

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

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

College and University Admissions and Financial Aid

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

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

Medina Valley High School Student Handbook

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2022 terms and spring 2023 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

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

College Credit Courses

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

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

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

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

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

Medina Valley High School Student Handbook

Closed Campus

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

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

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

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

The school day begins at 8:20 a.m. and ends at 4:15 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the District Registrar, Lindsay Hartnett, lindsay.hartnett@mvisd.org

Emergency

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

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

Medina Valley High School Student Handbook

Nonemergency

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

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

Standard messaging rates of your wireless phone carrier may apply.

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

Complaints and Concerns

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mvisd.com. The complaint forms can be accessed *online at* www.mvisd.com or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

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

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

Conduct

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

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

Campus Behavior Coordinator

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

Medina Valley High School Student Handbook

John Slaton, Vice Principal

8365 CR 471 S.

Castroville, TX 78009

john.slaton@mvisd.org

Phone: (830) 931-2243

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.

Disciplinary Alternative Education Placement (DAEP): Placement Term / Behavioral Contract

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

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

Disruption of School Operations

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Medina Valley High School Student Handbook

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

Food or Drink in the Classroom

Food and drinks are prohibited in classrooms unless approved by staff.

Public Displays of Affection (PDA)

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

Skateboards, Roller skates, etc.

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

****Note:** Items confiscated more than once from a student will only be released to the parent at the end of the current semester. MVISD is not responsible for loss or theft of confiscated items.

Revoking Transfers

The superintendent has the right to revoke the transfer of a nonresident student at any time during the school year for any of the following reasons: attendance, discipline, and/or academic achievement, in accordance with the provisions set for in the MVISD District of Innovation plan.

Violations of Law – Alcohol, Drugs, Tobacco and Weapons

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

Social Events

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

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

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

Contagious Diseases / Conditions

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

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

Medina Valley High School Student Handbook

Personal Counseling

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

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

Click [here](#) to access contact information for all campus counseling staff.

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

Academic Counseling

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.]

Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page.]

Participating in campus parent organizations. Parent organizations include: PTO.

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

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.]

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

Contact 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.]

Medina Valley High School Student Handbook

High School Grade Levels

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

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

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

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

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

Personal Counseling

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

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

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

Course Credit

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

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

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

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

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

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

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

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

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

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The dates on which exams are scheduled during the 2022-2023 school year include:

September 9 - 12, 2022

November 7 - December 2, 2022

February 21 - March 10, 2023

May 15 - June 2, 2023

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

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

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

Students in Grades 6–12

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

- A passing score of at least 80 on an examination approved by the board;

Medina Valley High School Student Handbook

- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

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

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

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

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

Placement Test for World Languages

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

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

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

Dating Violence, Discrimination, Harassment, and Retaliation

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

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

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

Dating Violence

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

Medina Valley High School Student Handbook

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

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

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/reco%20gnizing%20relationship%20violence-en.pdf)
<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/reco%20gnizing%20relationship%20violence-en.pdf>
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html)
<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>

Discrimination

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

Harassment

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

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

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

Medina Valley High School Student Handbook

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged

Medina Valley High School Student Handbook

prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

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

Distance Learning

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

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

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

Medina Valley High School Student Handbook

Texas Virtual School Network (TXVSN)

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

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

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

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

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

Distribution of Literature, Published Materials, or Other Documents School Materials

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

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

Non-school Materials

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

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus for voluntary viewing or collection by students.

Medina Valley High School Student Handbook

The Superintendent or designee shall designate times, locations, and means for distribution of nonschool literature by students at District facilities other than school campuses, in accordance with this policy, for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

To be considered for distribution, any 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 campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated a bulletin board as the location for approved 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 noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following: The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. In order to ensure that all students are appropriately dressed and represent their school and community in a positive manner, a Student Appearance and Grooming policy has been established. It is the responsibility of parents to see that students attend school within the district's dress code policy. At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants,

Medina Valley High School Student Handbook

sleeves, etc.) with acknowledgement of fashion. The final determination of acceptable dress and grooming rests with the campus principal.

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

GENERAL REQUIREMENTS

- All clothing will fit properly.
- Clothing will be clean. Rips, tears, frays, and holes with patches are acceptable as long as skin does not show through
- Clothing will be non-revealing. Undergarments must not show
- Students will practice personal hygiene.
- Visible tattoos are not allowed.
- Students may not wear clothing that advertises drugs, depicts scenes of grotesque violence, images of death, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane, or vulgar statements or signs/symbols
- Additional dress code requirements may apply according to specialty courses (i.e. Ag, shop, science, athletics, etc.)

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

SHIRTS

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

PANTS

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

SHORTS

- Mid-thigh or longer shorts are acceptable

SKIRTS/DRESSES

- Skirts and dresses must be knee length or longer

Medina Valley High School Student Handbook

OUTERWEAR

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

SHOES

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

HAIR

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

ACCESSORIES

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

Medina Valley High School Student Handbook

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

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

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

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

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

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

If a student uses (for any purpose)/displays a telecommunications device (including a smart watch) without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the principal's office at the end of the day by:

- paying the administrative fee of \$15.00, or
- choosing, prior to release of the phone, to be assigned to Saturday School.

Refusing to relinquish a telecommunications device to MVHS personnel will constitute additional disciplinary consequences.

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

Possession and Use of Other Personal Electronic Devices

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

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

Medina Valley High School Student Handbook

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

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

Acceptable Use of District Technology Resources

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

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

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

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

District Responsibilities:

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as "sexting"—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an

Medina Valley High School Student Handbook

educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

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

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

End-of-Course (EOC) Assessments

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

English Learners

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page , may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL

Medina Valley High School Student Handbook

Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition [FM(LOCAL)]. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- Students are responsible for all work missed. Students should conference with teachers before extra-curricular absence in order to stay on pace with the class.
- Students with excessive absences (more than 10%) in any course or courses will require administrative approval before they may participate.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences

Medina Valley High School Student Handbook

specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

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

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

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

- Scholarship
- Citizenship
- Dependability
- Cooperation
- Conduct

Causes for disqualification

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

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

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

Fees

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

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

Medina Valley High School Student Handbook

- 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 **(\$20)** and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Note: Initial I.D. cards are provided free; however, lost or damaged ID cards will be replaced at the student's expense.

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. [See policy FP for more information.]

FLEX Year:

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

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

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

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

Medina Valley High School Student Handbook

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

Students who take and pass all state mandated tests are exempt from all Spring Semester Finals. Students assigned to TRACK 1 **may** take final exams if arrangements are made with individual teachers prior to May 18, 2023. All grades are final and cannot be dropped after the student agrees to take the exam.

Note:

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

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

Medina Valley Fall Semester Exam Exemption Policy

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

Fundraising

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

An application for permission must be made to the principal's office by August 31, 2022 for fall semester fundraisers and by December 10, 2022, for spring semester events. Administrative regulations shall address student fundraising plans, approval of fundraising activities, and any required reporting on fundraisers by campus administrators.

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

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

Medina Valley High School Student Handbook

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

Gang-Free Zones

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

Gender-Based Harassment

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

Grade-Level Classification

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
18	Grade 12 (Senior)
26	Graduate

Grading Guidelines

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

These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

At MVISD, we strive for all of our students to master the concepts taught. Mastery of concepts requires the full participation of the teachers and students. Since students learn at different rates and in different ways, teachers are expected to use a variety of methods in delivering instruction and assessing student progress. The teacher shall determine mastery through formal and informal testing, observations, projects, and other assigned work. Following assessment, the teacher shall re-teach the concept(s) not mastered. The re-teaching and/or re-testing of concepts not mastered (grade below 70) the first time will be expected for major assignments and assessments. After

Medina Valley High School Student Handbook

re-teaching, the student will be reassessed and the new grade of 70 will be posted if the student successfully masters the essential knowledge and skills on the assignment with a 70 or better. If after re-teaching and re-assessment the student's grade is still below a 70, the higher of the two grades will be recorded.

Secondary Grades:

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

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

Exceptions

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

Semester and Course Grades

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

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

Medina Valley High School Student Handbook

Academic Honesty

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

Repeating a Course for Strength

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

Repeating a Course for Credit

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

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

Upon completion of the repeated course, the grade earned through night school, summer school, or correspondence school/distance learning/online courses will be added onto the Academic Achievement Record (transcript). When a student repeats (makes up) a failed course, both the failing grade and the passing grade earned will be used in calculating the overall grade average for determining rank.

Core Area Enrichment Classes

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

Graduation

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- 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;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- 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 EOC assessments in:

Medina Valley High School Student Handbook

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

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

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

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

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

Foundation Graduation Program

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

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

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

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

A **Personal Graduation Plan** will be completed for each high school student, as described on page.

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

Medina Valley High School Student Handbook

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

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
Languages other than English	2	2
Fine Arts	1	1
Technology Applications	1	1
Professional Communications (Speech)	.5	.5
Electives	3.5	4.5

Medina Valley High School Student Handbook

Total	22 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.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

It is the expectation at Medina Valley High School that all students complete a math class their senior year. The only possible exceptions might include extenuating circumstances communicated through the following committees: Response To Intervention, Multi-Tier System of Supports, LPAC, Individualized Education Program, or 504.

Review of request protocol:

4. Alpha Counselor receives requests and reviews the Math requirements with the parent/student (See above). Unresolved = Refer to Vice Principal
5. Vice Principal receives requests and reviews the Math requirements with the parent/student (See above). Unresolved = Refer to Campus Principal
6. Campus Principal receives requests and reviews the Math requirements with the parent/student (See above). **Unresolved = Refer to appropriate committee (Response To Intervention, Multi-Tier System of Supports, Attendance, LPAC, ARD, or 504.)** Unresolved = Refer to Assistant Superintendent of CISS

Criteria for review:

- *Students must have met state defined “college readiness” standards in order to be considered for removal from senior level math (TSIA2, SAT, or ACT).*
 - TSIA2**
 - READING – 945-990 and a score of at least 5 on the Essay
 - AND**
 - MATH – 950-990

Medina Valley High School Student Handbook

- SAT
 - o EBRW - 480
- **AND**
- ACT
 - o MATH - 530
 - o Composite Score of 23
- **AND**
- English - 19 and/or Math – 19

***One opportunity to test (TSIA) at MVIDS*

Students with a learning disability must have met state defined “college career or military readiness” standards.

Available Endorsements

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit 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 the parent authorizes the student to 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 the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

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 promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student’s personal graduation plan will outline an appropriate course sequence based on the student’s choice of endorsement.

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

Medina Valley High School Student Handbook

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

Available Course Options for All Graduation Programs

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

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

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Three Year Graduates

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

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

Mid-Term Senior Graduation

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the 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 may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student 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

Medina Valley High School Student Handbook

certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

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

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

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

Graduation Activities

- Graduation activities will include:
- To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]
- Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may be allowed to participate in the graduation ceremony and related graduation activities upon approval by the Principal.
- The following students and student groups shall be recognized at graduation ceremonies:
 - o Have completed the most Distinguished Graduation Plan, as defined by TEA; and
 - o Have met the following GPA requirements based on a weighted GPA (or Tier 1) at the end of the seventh semester by the tenth decimal without rounding:
 - Cum laude: 4.0–4.49
 - Magna cum laude: 4.5–4.79
 - Summa cum laude: 4.8–5.0
- [See the board policy [EIC\(LOCAL\)](#) for more information.]

Graduation Ceremony

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]

Please Note:

- Participation in the graduation ceremony may be denied if the student has excessive absences or trancies in any or all courses as determined by the Attendance Committee

Medina Valley High School Student Handbook

and the high school principal.

- Students who are enrolled in select academic programs may not be eligible to participate in the graduation ceremony. Please see your counselor for details.
- Strict dress code adherence is required for graduation ceremonies; please see your counselor or an administrator if you have concerns relating to compliance with this requirement.
- Only **school issued graduation regalia** (i.e. chords, stoles, etc.) may be worn during the graduation ceremony.

Graduation Speakers

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

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

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

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

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.]

Scholarships and Grants

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

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

Harassment

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

Hazing

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements,

Medina Valley High School Student Handbook

confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

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

Health—Physical and Mental

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

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

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

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

Medina Valley High School Student Handbook

Illness

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

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

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

Immunization

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. 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:

- o Diphtheria, tetanus, and pertussis
- o Polio
- o Measles, mumps, and rubella
- o Hepatitis B
- o Varicella (chicken pox)
- o Meningococcal
- o Hepatitis A

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the

Medina Valley High School Student Handbook

immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

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

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

Lice

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

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

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

[See policy FFAA for more information.]

Medicine at School

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

The district will not purchase nonprescription medication to give to a student.

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

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

Medina Valley High School Student Handbook

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

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

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

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

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

MVISD Medication and Medical Procedure Protocols

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

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

Medina Valley High School Student Handbook

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

Prescription Medications

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

Non-Prescription Medications

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

As Needed Medication

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

Medical Procedures

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

Medina Valley High School Student Handbook

- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [*school personnel and/or school volunteers*] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of [*school personnel and/or school volunteers*] are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

[Include the paragraph below only if applicable.]

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis [*at an off-campus school event or while in transit to or from a school event*] when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably

Medina Valley High School Student Handbook

believes the student is experiencing symptoms of asthma that warrant administration of the medication and the district has obtained prior written consent from the student's parent or guardian.

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

"Unassigned asthma medication" means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

- [Texas Suicide Prevention](#)
- <http://www.dshs.state.tx.us/mhservices-search/>

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

Medina Valley High School Student Handbook

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

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

For related information, see:

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

Physical Activity Requirements

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment

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 obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting:

Tanner Lange, Principal
Medina Valley High School
8365 CR 471 S., Castroville, TX 78009
tanner.lange@mvisd.org
Phone: (830) 931-2243

Physical Health Screenings/Examinations

Athletics Participation

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.

Medina Valley High School Student Handbook

- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings

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

- Any first-time entrants (1st grade through 12th grade) must be screened within 120 days of admission

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.com for information regarding meningitis.

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

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

Medina Valley High School Student Handbook

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](#)

Medina Valley High School Student Handbook

[and Prevention](#) (CDC), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: 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.]

Diabetes

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

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

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

Seizures

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

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

Tobacco and E-Cigarettes Prohibited

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

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

Medina Valley High School Student Handbook

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

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

The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, or Bexar County Health Department which may be contacted at 210-335-2011.

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

The campus nurse at 830-931-2243 ext. 1151.

The campus school counselor at 830-931-2243 ext. 1137.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://policyonline.tasb.org/home/index/883>.

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

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

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

Medina Valley High School Student Handbook

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Gabriel Cary
Federal Programs Director
153 CR 483
LaCoste, TX 78039
gabriel.cary@mvisd.org
830-931-2243 ext. 1186

School Health Advisory Council (SHAC)

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 Tina Schmelzer, District Health Services Coordinator.

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 at www.mvisd.com

The duties of the SHAC include:

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

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

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Tina Schmelzer, RN, BSN
Health Services Coordinator
8449 FM 471 South, Castroville TX 78009
tina.schmelzer@mvisd.org
830-931-2243 ext. 1217

Homework

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

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

Law Enforcement Agencies

Questioning of Students

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

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

Students Taken into Custody

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

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

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

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

Medina Valley High School Student Handbook

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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area 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.

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

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

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

If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school will still require a note for

Medina Valley High School Student Handbook

documentation purposes and for the absence to be excused. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Failure to sign out and in may result in disciplinary consequences. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf with approval from administration. Documentation regarding the reason for the absence will be required. Even if a student is 18 or an emancipated minor, he/she may not sign out for lunch.

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

During Lunch

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

At Any Other Time during the School Day

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

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

Recurring Early Releases

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

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

To be eligible, Seniors must meet the following criteria:

- Be enrolled in an applicable course
- Be on track to graduate
- Be in compliance with the state 90% attendance rule
- Must have passed all portions of the state mandated assessments

Medina Valley High School Student Handbook

- Students who fail to adhere to all course guidelines may be subject to removal from the course or have early-in/late-out privileges revoked.

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

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

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

Limited English Proficient Students

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

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

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

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

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Medina Valley High School Student Handbook

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page.]

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

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

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. 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) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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) for more information.]

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and

Medina Valley High School Student Handbook

Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dr. Dwight McHazlett
Assistant Superintendent of Curriculum, Instruction & Student Services
8449 FM 471 South
Castroville, TX 78009
dwight.mchazlett@mvisd.org
830-931-2243 ext. 1101

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

John Reynolds
Director of Special Programs
8449 FM 471 South
Castroville, TX 78009
john.reynolds@mvisd.org
830-931-2243 ext. 1179

- For all other concerns regarding discrimination, see the superintendent:

Dr. Scott Caloss
Superintendent
8449 FM 471 South
Castroville, TX 78009
scott.caloss@mvisd.org
830-931-2243 ext. 1105

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page.]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the campus principal:

Tanner Lange, Principal
Medina Valley High School
8365 CR 471 South
Castroville, TX 78009
tanner.lange@mvisd.org
Phone: (830) 931-2243

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.

Medina Valley High School Student Handbook

- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:30 p.m. at the Central Administration at 8449 FM 471 South Castroville, TX 78009. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com. [See policies BE and BED for more information.]

Parking and Parking Permits

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$20 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Parking Permit fees will NOT be prorated if purchased at any time during the school year. Students found to be parking without a pass may receive disciplinary action as prescribed by an administrator.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Students are to park in the assigned student parking area. No cars are to be parked elsewhere on campus.
- No students are allowed to park at the Administration Annex or at the Performing Arts Center.
- Permits must be displayed at all times.
- Students are to leave their cars and the parking area as soon as they have parked. Students may not return to their vehicle at any time during the school day without obtaining a pass from the office.
- Students must enter and exit the campus through the main entrance (near the MVHS marquee) unless otherwise directed by MVHS staff.

Students who violate the parking rules risk having their parking privileges taken away, vehicle towed at owner's expense, or other disciplinary action as prescribed by an administrator.

Pledges of Allegiance and a Minute of Silence

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

Medina Valley High School Student Handbook

[See policy EC for more information.]

Prayer

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

[See **Personal Graduation Plans** on page for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

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

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

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page and **Standardized Testing** on page.]

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

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

Release of Students from School

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

Medina Valley High School Student Handbook

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks via Skyward Family Access.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page for how to schedule a conference.]

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

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

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

Retaliation

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

Safety

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

- Display/wear their current year student I.D. above the waist and in full view at all times. Failure to comply will result in disciplinary consequences. A student's initial ID is provided by the school at no charge. Replacement IDs manufactured by the campus will cost \$5.00.
- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by completing an [online report](#).
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Medina Valley High School Student Handbook

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Crisis Management Plan

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

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

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Fire Drill and Evacuation Bells

- Fire Alarm sounds prompting students to exit the building
- Campus staff escorts the students to designated safety zones
- Announcement via PA system "return to the building"

Tornado Drill Bells

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

Tornado Drill and Lock-down Bells

- An administrator or designee announces severe weather/lock-down alert over the school public address system or through another appropriate method established by the crisis management team.
- Students move quietly but quickly to the designated locations, under the direction of school personnel and await further instructions.

Internet Safety

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

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

Medina Valley High School Student Handbook

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child’s school when a phone number changes.

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

www.mvisd.com & social media channels

Radio Stations

WOAI
Y100
KKYX

Television Stations

Channel 4
Channel 5
Channel 12

[See **Communications-Automated, Emergency** on page.]

Medina Valley High School Student Handbook

SAT, ACT, and Other Standardized Tests

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

Schedule Changes

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

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

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

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

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

School Facilities

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Tommy Ellison
Facilities Director
8449 FM 471 S.
Castroville, Tx 78009
thomas.ellison@mvisd.org
830-931-2243 ext. 4111

Food and Nutrition Services

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Medina Valley High School Student Handbook

To apply for free or reduced-price meal services, contact:

Ross Schonhoeft
Director, Child Nutrition
8449 FM 471 S.
Castroville, TX 78009
ross.schonhoeft@mvisd.org
Phone: (830) 931-2243 ext. 1154

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines

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

Pest Management Plan

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Tommy Ellison
Facilities Director
8449 FM 471 S.
Castroville, Tx 78009
thomas.ellison@mvisd.org
830-931-2243 ext. 4111

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules

Medina Valley High School Student Handbook

of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The library is open for independent student use during the following times with a teacher permit during school hours.

Use of Hallways during Class Time

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

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:45 a.m.

- Cafeteria
- Courtyard
- Students must have a written pass from MVHS staff to enter other buildings. The following areas are open to students after school, beginning at 4:15 p.m.
- Parent pick-up area: Sidewalk near main building entrance.
- Students must have a written pass from MVHS staff to enter other buildings.
- Students are not permitted to loiter on campus while waiting for late evening school events.

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

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups

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

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

School-Sponsored Field Trips

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

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

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

Medina Valley High School Student Handbook

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. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property

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

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

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices

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

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

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

Trained Dogs

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Medina Valley High School Student Handbook

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs

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

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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

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

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

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

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

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

Medina Valley High School Student Handbook

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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

In addition, eleventh grade students will take the ASVAB (Armed Services Vocational Aptitude Battery) scheduled for Fall 2022

Testing Dates for PSAT: October 12, 2022

Testing Dates for ACT: October 18, 2022; April 18, 2023 (School Day)

Testing Dates for SAT: October 25, 2022; April 25, 2023 (School Day)

Testing Dates for TSIA 2: September 24, 2022; December 3, 2022; January 21, 2023; February 25, 2023; March 25, 2023; April 15, 2023; May 8, 2023 - May 12, 2023

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
- Science in grades 5 and 8

Medina Valley High School Student Handbook

- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page.]

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.

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

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

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

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

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

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

[See **Graduation** on page.]

Unsatisfactory Performance on an EOC

If a student does not perform satisfactorily in an EOC, the district will provide accelerated instruction.

If the student does not attend accelerated instruction, the required school attendance may be violated.

Students in Foster Care

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student

Medina Valley High School Student Handbook

who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Liz Madrigales
MVISD Foster Care Liaison
8449 FM 471 S.
Castroville, TX 78009
maria.madrigales@mvisd.org
830-931-2243 ext. 1239

[See **A Student in the Conservatorship of the State (Foster Care)** on page .]

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Liz Madrigales
MVISD Foster Care Liaison
8449 FM 471 S.
Castroville, TX 78009
maria.madrigales@mvisd.org
830-931-2243 ext. 1239

[See **A Student Who is Homeless** on page .]

Student Speakers

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

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

Summer School

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school. [See EHBC]

See campus principal (See EIE local policy regarding retention).

Tardies

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

Medina Valley High School Student Handbook

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Dual Credit courses

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

Transfers

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page , **Bullying** on page , and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page , for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page .]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved

Medina Valley High School Student Handbook

route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Transportation at 830-931-2243.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

- Do not push or shove

Medina Valley High School Student Handbook

- Wait until the door opens before approaching the bus.
- Use handrails and steps.
- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

Conduct on the bus

- Remain seated at all times
- Seatbelts (if provided on bus) must be worn at all times as per state law
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.
- Cell phones should be silent and used appropriately. Photographing, recording, loud music and/or videos are prohibited.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.
- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Medina Valley High School Student Handbook

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate and/or permanent removal:

- Refusal to wear seatbelts [Texas Law Regarding Seat Belts & Safety](#)
- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.
- Engaging in inappropriate or lewd behavior

Medina Valley High School Student Handbook

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

The following minimum consequences will be administered for violations:

- 1st referral – Parent contact/conference
- 2nd referral – Parent Conference / Final Warning
- 3rd referral – 5 day bus suspension
- 4th referral – 10 day suspension
- 5th referral – Removal for remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

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

Vandalism

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or John Reynolds who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Medina Valley High School Student Handbook

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page .]

Visitors to the School

General Visitors

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

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recordings by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page .]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

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

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Jason Migura
Director Human Resources

Medina Valley High School Student Handbook

8449 FM 471 S.
Castroville TX 78009
jason.migura@mvisd.org
830-931-2243

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration

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

Withdrawing from School

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

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

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

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

Medina Valley High School Student Handbook

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

Medina Valley High School Student Handbook

TEC stands for the Texas Education Code.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/19/2017

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 or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

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

Reporting Procedures

Student Report

Medina Valley High School Student Handbook

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

Medina Valley High School Student Handbook

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

Discipline

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

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

Corrective Action

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

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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

Medina Valley ISD
2022-2023
Middle School Student Handbook



Melissa Gonzales, LAMS Principal

266 CR 381 🐾 San Antonio, TX 78253

Lesli Solis, MVMS Principal

8395 FM 471 South 🐾 Castroville, TX 78009

www.MVISD.com

If you have difficulty accessing the information in this document because of disability,
please contact the district at 830-931-2243.

Middle School Secondary Student Handbook

Contents

Middle School Student Handbook	1
Board Members	12
Preface Parents and Students:	13
Accessibility	14
Section One: Parental Rights	14
Consent, Opt-Out, and Refusal Rights	14
Consent to Conduct a Psychological Evaluation	14
Consent to Provide a Mental-Health Care Service	14
Consent to Display a Student's Original Works and Personal Information	15
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 15	
Consent to Video or Audio Record a Student when Not Already Permitted by Law	15
Limiting Electronic Communications between Students and District Employees	16
Objecting to the Release of Directory Information	16
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education	17
Participation in Third-Party Surveys	17
Consent Required Before Student Participation in a Federally Funded Survey	17
"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	18
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	18
Human Sexuality Instruction	19
Reciting a Portion of the Declaration of Independence in Grades 3–12	19
Reciting the Pledges to the U.S. and Texas Flags	20
Religious or Moral Beliefs	20
Tutoring or Test Preparation	20
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	20
Instructional Materials	20
Notices of Certain Student Misconduct to Noncustodial Parent	21
Participation in Federally Required, State-Mandated, and District Assessments	21
Student Records	21

Middle School Secondary Student Handbook

Accessing Student Records	21
Authorized Inspection and Use of Student Records	22
Teacher and Staff Professional Qualifications	25
A Student with Exceptionalities or Special Circumstances	25
Children of Military Families	25
Parental Role in Certain Classroom and School Assignments	26
Multiple-Birth Siblings	26
Safety Transfers/Assignments	26
Student Use of a Service/Assistance Animal	26
A Student in the Conservatorship of the State (Foster Care)	27
A Student Who Is Homeless	27
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	28
Special Education Referrals	28
Contact Person for Special Education Referrals	29
Section 504 Referrals	29
Contact Person for Section 504 Referrals	30
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	30
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	30
A Student Who Speaks a Primary Language Other than English	31
A Student with Physical or Mental Impairments Protected under Section 504	31
Section Two: Other Important Information for Parents and Students	31
Absences/Attendance	31
Compulsory Attendance	32
Ages 6–18	32
Age 19 and Older	32
Compulsory Attendance—Exemptions	32
All Grade Levels	32
Secondary Grade Levels	33
Compulsory Attendance—Failure to Comply	33
All Grade Levels	33

Middle School Secondary Student Handbook

Students with Disabilities	33
Ages 6–18	33
Age 19 and Older	34
Attendance for Credit or Final Grade	34
Official Attendance-Taking Time	35
Documentation after an Absence	35
Doctor's Note after an Absence for Illness	35
Accountability under State and Federal Law	37
Awards and Honors	37
Academic Excellence Awards	37
Campus Awards	37
Bullying	38
Career and Technical Education (CTE) Programs	39
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children	40
Warning Signs of Sexual Abuse	40
Warning Signs of Trafficking	41
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	42
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	42
Class Schedules	42
Schedule Changes	43
College and University Admissions and Financial Aid	43
Closed Campus	44
Communications—Automated	45
Emergency	45
Nonemergency	45
Complaints and Concerns	46
Conduct	46
Applicability of School Rules	46
Campus Behavior Coordinator	46
Deliveries	47
Disciplinary Alternative Education Placement (DAEP): Placement Term / Behavioral Contract	47
Disruption of School Operations	47
Food or Drink in the Classroom	48
Public Displays of Affection (PDA)	48

Middle School Secondary Student Handbook

Skateboards, Roller skates, etc.	48
Revoking Transfers	48
Violations of Law – Alcohol, Drugs, Tobacco and Weapons	48
Social Events	48
Contagious Diseases / Conditions	48
Counseling	49
Academic Counseling	49
Elementary and Middle/Junior High School Grade Levels	50
Personal Counseling	50
Course Credit	50
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)	50
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	51
Students in Grades 6–12	51
Dating Violence, Discrimination, Harassment, and Retaliation	52
Dating Violence	52
Discrimination	52
Harassment	53
Sexual Harassment and Gender-Based Harassment	53
Retaliation	54
Reporting Procedures	54
Investigation of Report	54
Discrimination	55
Distance Learning	55
Texas Virtual School Network (TXVSN)	55
Distribution of Literature, Published Materials, or Other Documents	55
School Materials	55
Non-school Materials	56
From Students	56
From Others	56
Dress and Grooming	57
General Requirements	57
Shirts	57
Pants/Shorts/Skirts/Dresses	57

Middle School Secondary Student Handbook

Shoes	58
Hair	58
Accessories	58
Violations	58
Electronic Devices and Technology Resources	58
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	58
Possession and Use of Other Personal Electronic Devices	59
Instructional Use of Personal Telecommunications and Other Electronic Devices	59
Acceptable Use of District Technology Resources	60
District Responsibilities:	60
Unacceptable and Inappropriate Use of Technology Resources	60
End-of-Course (EOC) Assessments	61
English Learners	61
Extracurricular Activities, Clubs, and Organizations	61
Standards of Behavior	62
Offices and Elections	62
Fees	63
Fundraising	64
Gang-Free Zones	64
Gender-Based Harassment	64
Grading Guidelines	64
Foundation Graduation Program	65
Credits Required	66
Available Endorsements	67
Personal Graduation Plans	67
Available Course Options for All Graduation Programs	67
Students with Disabilities	68
Harassment	68
Hazing	68
Health—Physical and Mental	69
Illness	69
Immunization	70

Middle School Secondary Student Handbook

Pre-K	71
Kindergarten and 1 st	71
2nd- 6th Grade	71
Lice	72
Medicine at School	72
MVISD Medication and Medical Procedure Protocols	73
Prescription Medications	74
Non-Prescription Medications	74
As Needed Medication	74
Medical Procedures	74
Asthma and Severe Allergic Reactions	75
Steroids	75
Mental Health Support	75
Physical Activity Requirements	76
Elementary School	76
Junior High/Middle School	77
Temporary Restriction from Participation in Physical Education	77
Physical Fitness Assessment (Grades 3–12)	77
Physical Health Screenings/Examinations	77
Athletics Participation	77
Spinal Screening Program	78
Other Examinations and Screenings	78
Special Health Concerns	78
Bacterial Meningitis	78
What is meningitis?	78
What are the symptoms?	79
How serious is bacterial meningitis?	79
How is bacterial meningitis spread?	79
How can bacterial meningitis be prevented?	79
What should you do if you think you or a friend might have bacterial meningitis?	79

Middle School Secondary Student Handbook

Where can you get more information?	79
Diabetes	80
Food Allergies	80
Seizures	80
Tobacco and E-Cigarettes Prohibited	81
Health-Related Resources, Policies, and Procedures	81
Physical and Mental Health Resources	81
Policies and Procedures that Promote Student Physical and Mental Health	81
School Health Advisory Council (SHAC)	82
Student Wellness Policy/Wellness Plan	82
Homework	83
Law Enforcement Agencies	83
Questioning of Students	83
Students Taken into Custody	83
Notification of Law Violations	84
Leaving Campus	84
During Lunch	85
At Any Other Time during the School Day	85
Lost and Found	85
Makeup Work	85
Makeup Work Because of Absence	86
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work	86
Alternative Means to Receive Coursework	86
Opportunity to Complete Courses	86
Nondiscrimination Statement	86
Parent and Family Engagement	87
Working Together	87
Pledges of Allegiance and a Minute of Silence	88
Prayer	89
Promotion and Retention	89

Middle School Secondary Student Handbook

Elementary and Middle School Grade Levels	89
Release of Students from School	89
Report Cards/Progress Reports and Conferences	89
Retaliation	90
Safety	90
Accident Insurance	90
Insurance for Career and Technical Education (CTE) Programs	90
Crisis Management Plan	90
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	91
Preparedness Training: CPR and Stop the Bleed	91
Emergency Medical Treatment and Information	91
Emergency School Closing Information	92
School Facilities	92
Asbestos Management Plan	92
Food and Nutrition Services	92
Pest Management Plan	92
Conduct Before and After School	93
Library	93
Use of Hallways during Class Time	94
Use by Students Before and After School	94
Meetings of Noncurricular-Related Groups	94
School-Sponsored Field Trips	94
Searches	94
Searches in General	94
District Property	95
Telecommunications and Other Electronic Devices	95
Trained Dogs	95
Sexual Harassment	95
Special Programs	95
Standardized Testing	96
STAAR (State of Texas Assessments of Academic Readiness)	96

Middle School Secondary Student Handbook

Grades 3–8	96
High School Courses End-of-Course (EOC) Assessments	96
Standardized tests for a student enrolled in a higher-grade level	97
Standardized tests for students in special programs	97
Personal Graduation Plans: Middle School Students	97
Students in Foster Care	97
Students Who are Homeless	98
Student Speakers	98
Summer School	98
Tardies	98
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials	99
Dual Credit courses	99
Transfers	99
Transportation	99
School-Sponsored Trips	99
Buses and Other School Vehicles	99
General Safety Rules	100
Procedures for waiting for the bus:	100
Loading the bus	100
Seat Belt policy (on buses equipped with them)	101
Conduct on the bus	101
Getting off the bus:	101
Crossing the street after exiting the bus:	102
Accidents and Emergencies:	102
Prohibited items	102
The following infractions are grounds for immediate removal:	102
Discipline:	103
Consequences for Bus Rule Violations:	103
Vandalism	103
Video Cameras	103
Visitors to the School	104
General Visitors	104
Unauthorized Persons	104
Visitors Participating in Special Programs for Students	105
Business, Civic, and Youth Groups	105

Middle School Secondary Student Handbook

Volunteers	105
Withdrawing from School	105
Glossary	106
Freedom from Bullying Policy	109
Student Welfare: Freedom from Bullying	109

Board Members

Beth Zinsmeyer
President

Shannon Beasley Vice President

Jennilea Campbell Secretary

Matt Castiglione
Trustee

Veronica Cavazos
Trustee

Paula Davidson
Trustee

Mario De Leon
Trustee

Administration

Dr. Scott Caloss
Superintendent

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

Juan Zamora
Assistant Superintendent of
Finance & Operations

Loma Alta Middle School
Mrs. Melissa Gonzales, Principal
266 CR 381
San Antonio, TX. 78253
Phone: (830) 931-2243

Medina Valley Middle School
Mrs. Lesli Solis, Principal
8395 FM 471 South
Castroville, TX 78009
Phone: (830) 931-2243

Nurse

Erin Pedroza, RN

Mary Keil, RN

Middle School Secondary Student Handbook

Preface Parents and Students:

Welcome to the new school year!

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

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

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

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

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Campus Front Office.

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

Middle School Secondary Student Handbook

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Mrs. Melissa Gonzales, Principal
Loma Alta Middle School
266 CR 381, San Antonio, TX 78253
melissac.gonzales@mvisd.org
Phone: (830) 931-2243

Mrs. Lesli Solis, Principal
Medina Valley Middle School
8395 FM 471 South, Castroville, TX 78009
lesli.solis@mvisd.org
Phone: (830) 931-2243

Complete the following forms in Skyward Family Access:

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

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Selena Viera
Communications Coordinator
8449 FM 471 South, Castroville TX 78009
selena.viera@mvisd.org 830-931-2243
ext 1254

Section One: Parental Rights

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

Middle School Secondary Student Handbook

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 prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

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

The mental health liaison can be reached at:

Tonie Hutzler
Director Guidance & Counseling
8449 FM 471 South, Castroville TX 78009
tonie.hutzler@mvisd.org
830-931-2243 ext 1145

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 73.

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,

Middle School Secondary Student Handbook

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

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a 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.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

Middle School Secondary Student Handbook

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

Objecting to the Release of Directory Information

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

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

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

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

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

As allowed by state law, the district has identified two directory information lists—one for school sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, and grade level. If a parent does not object to the use of the student’s information for these purposes, the school must release this information when requested by an outside entity or individual.

Middle School Secondary Student Handbook

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

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

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

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

Middle School Secondary Student Handbook

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

Human Sexuality Instruction

Annual Notification

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

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

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

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction: SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the Quaver Health & PE (Grades PK - 5) and Goodheart Willcox Curriculum for Secondary. **It is an abstinence-based program.** If you wish to review

Middle School Secondary Student Handbook

the curriculum, please contact the school nurse at your child's campus. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 86 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

Middle School Secondary Student Handbook

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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

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

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,

Middle School Secondary Student Handbook

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

Authorized Inspection and Use of Student Records

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

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

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

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right

Middle School Secondary Student Handbook

to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S.

Middle School Secondary Student Handbook

Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 16.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at:

Melissa Gonzales, Principal
Loma Alta Middle School
266 CR 381, San Antonio, TX. 78253
melissac.gonzales@mvisd.org
Phone: (830) 931-2243

Mrs. Lesli Solis, Principal
Medina Valley Middle School
8395 FM 471 South, Castroville, TX 78009
lesli.solis@mvisd.org
Phone: (830) 931-2243

Middle School Secondary Student Handbook

You may contact the custodian of records for students who have withdrawn or graduated at:

Dr. Scott Caloss, Superintendent
8449 FM 471 South, Castroville, TX 78009
scott.caloss@mvisd.org
830-931-2243

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 87, **Complaints and Concerns** on page 44, and **Finality of Grades** at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

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

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

Middle School Secondary Student Handbook

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom 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.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the Superintendent for more information.

[See **Bullying** on page 37, and policies FDB and FFI for more information.]

Middle School Secondary Student Handbook

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half 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

Middle School Secondary Student Handbook

Texas Department of Family and Protective Services (DFPS); and

- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 49, and **Students in Foster Care** on page 94.]

A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 49, and **Students who are Homeless** on page 95.]

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.

Middle School Secondary Student Handbook

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

Middle School Secondary Student Handbook

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 30.]

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

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

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to

Middle School Secondary Student Handbook

Students in General Education

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 59 and **Special Programs** on page 93.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

Middle School Secondary Student Handbook

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

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal at 830-931-2243.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;

Middle School Secondary Student Handbook

- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state;
- An activity required under a court-ordered service plan;
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 25 for more information.]

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this:

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a

Middle School Secondary Student Handbook

reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Joe Romo
Truancy Officer
153 CR 483, LaCoste, TX 78039
joe.romo@mvisd.org
830-931-2243

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

Middle School Secondary Student Handbook

If a student attends fewer than 75 percent of the class days or does not complete the principal approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal and the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 31 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time

The district will take official attendance every day at 10:30 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

Middle School Secondary Student Handbook

The campus will document in its attendance records whether the absence is excused or unexcused.

NOTE: Middle schools will allow 5 handwritten notes for a total of 8 absences per semester. Once the fifth note or the 8th absence is accumulated the next absence will not be documented as excused unless a note from a health care provider or anything found to be acceptable by an Administrator is turned in. Parent notes received 4 or more school days following the absence will no longer be considered an excused absence. The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

If no note is provided or if the absence is deemed unexcused by an administrator, students may be subject to disciplinary action.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Please Note:

- A student absence from school for any reason other than for a documented health care appointment will not be allowed to participate in school-related activities on that day or evening.
- A student is absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.
- The District shall make no distinctions between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. The principal of a school may grant a student up to three additional absences if the student is involved in more than one type of extracurricular activity and has a grade of at least 80 in the courses or subjects to be missed.

For further information, see policies at EHBC, EIA, FDC, and FDD.

Middle School Secondary Student Handbook

Medical Exemption

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. When a student commences classes or returns to school on the same day of the appointment – the appointment should be supported by a document such as a note from the health care professional – the hours of absence shall be counted as hours of compulsory attendance. Students excused under this provision shall be allowed a reasonable time to make up school work missed on those days. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District. A student enrolled in the DCP program must have prior approval of the DCP instructor in order to use attendance at work site as instructional time to qualify for this exemption

For purposes of this medical exemption the appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) <https://www.tdlr.texas.gov/driver/forms/VOE.pdf> is available online.

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) <https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page for information on excused absences for obtaining a learner license or driver's license.

[See policy FEC(LOCAL) for more information.]

Accountability under State and Federal Law

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.mvisd.com. Hard copies of any reports are available upon request to the district's administration office.

Middle School Secondary Student Handbook

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

Awards and Honors

Academic Excellence Awards

- These awards are based on the grade average of the core courses (Language Arts, Math, Science and Social Studies).
- Students with a core subject grade average of 92.000 (no rounding-up) or higher will be recognized at an awards ceremony and presented a certificate.
- These awards are presented at a ceremony at the end of the school year.

Campus Awards

Outstanding students in the various core subject areas will be selected by their teachers and awarded to deserving students. Additionally, a number of individual and participation awards will be presented during the ceremony at the end of the school year.

Bullying

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Middle School Secondary Student Handbook

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by visiting www.mvisd.com

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

Middle School Secondary Student Handbook

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 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50, **Hazing** on page 66, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs

The district offers career and technical education programs in the following areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology, and Communications
- Business, Marketing, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Law and Public Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, course pre-requisites, and class space available.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, 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.

District policy also prohibits discrimination 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 or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 84 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mvisd.com.

Middle School Secondary Student Handbook

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;

Middle School Secondary Student Handbook

- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and • A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)

Middle School Secondary Student Handbook

- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Schedules

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

MVMS/LAMS builds its master schedule according to students' selection of courses. The course selection process is designed to encourage careful decision making by students and their parents. Once students have indicated their preferences, teachers are employed and assigned to meet those needs. In order to ensure the integrity of each student's decisions and of the master schedule thus developed, individual schedule change requests will only be considered according to the following guidelines during the first three weeks of school (except in very rare instances):

- For valid reasons prior to registration.
- For urgent/substantiated reasons (e.g. low probability of success, physical problems, failure to meet prerequisites of course) after registration by request no later than two weeks after the course begins.
- Parent signatures are required for all course or level change requests.
- Intervention, Attendance, LPAC, Placement Review, 504 or ARD committee approval must be obtained in order to detect potential conflicts, (e.g. course overload, fees, etc.).
- Committees may delay change of schedule until end of grading period for classes such as AP/Pre-AP courses.
- Changes needed because of clerical errors will be made upon recognition of the error.
- Class change requests during freeze counts or other administrative holding periods will be delayed until the master schedule is released for schedule changes.

Schedule Changes

Schedule changes must be requested during the first three weeks of the school year. Requests for schedule changes will be considered according to the following:

- The change is possible and reasonable from the existing schedule
- The change will not overload another class
- The change results in a reasonable program of study towards graduation
- The counselor and/or administrator has approved the change

Middle School Secondary Student Handbook

When a student selects a course, he or she is expected to complete it. Students must be able to prove an academic need to an appropriate committee in order to receive a schedule change after the semester begins.

Decisions concerning schedule changes will be made on careful consideration of their impact on the educational needs of the child with final approval by the campus principal.

NOTE: Individual requests for particular teachers are NOT a consideration when student schedules are determined.

College and University Admissions and Financial Aid

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2022 terms and spring 2023 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Students in the Conservatorship of the State (Foster Care)** on page 26 for information on assistance in transitioning to higher education for students in foster care.]

Closed Campus

Medina Valley/Loma Alta Middle School are considered closed campuses. ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID. Students will not be allowed to leave the campus during the school day, except under the following conditions:

- For any person signing a student out of school, a photo ID will be required.

Middle School Secondary Student Handbook

- A parent/guardian must keep Skyward emergency contacts up to date. Students will not be allowed to leave school with someone who is not listed as an emergency contact in Skyward.
- A student who becomes ill will report to the nurse. All others who must leave for some other reason must go to the principal's office. If it is necessary for the student to go home, proper arrangements will be made and parents will be contacted. Only parents or guardians may sign a student out of school except as indicated above.
- Parents wanting to pick up their child from school during school time must come to the office and sign the student out.

Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by the campus principal.

When allowed, parents wishing to visit the campus to eat lunch with their child may do so by signing in at the office and providing photo ID. A designated table will be located in the cafeteria and only the child of the visiting parents will be allowed to sit there.

Students choosing to leave campus without permission will be subject to disciplinary action. The school day begins at 8:10 a.m. and ends at 3:51 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the District Registrar, Lindsay Hartnett at Lindsay.hartnett@mvisd.org

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 88 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone

Middle School Secondary Student Handbook

number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 88 for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mvisd.com. The complaint forms can be accessed *online at* www.mvisd.com or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.mvisd.org and the coordinator for this campus is listed below:

Middle School Secondary Student Handbook

Daniel Williams, Vice Principal
Loma Alta Middle School
266 CR 381, San Antonio, TX. 78253
daniel.williams@mvisd.org
Phone: (830) 931-2243

Gerri Butler, Vice Principal
Medina Valley Middle School
8395 FM 471 South, Castroville, TX 78009
gerri.butler@mvisd.org
Phone: (830) 931-2243

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. Deliveries from food delivery companies (Uber Eats, etc.) will not be accepted.

Disciplinary Alternative Education Placement (DAEP): Placement Term / Behavioral Contract

When a student's misconduct results in a placement to DAEP, as outlined in the Student Code of Conduct, the term of placement shall be determined by the campus principal or designee. Upon completion of the term of placement, students will meet with the Principal or designee the next available school day for return to the main campus. During the return meeting students shall be placed on a Behavioral Contract for 30 school days. While under this contract, students may be reassigned to DAEP for an additional placement for any violation of the Student Code of Conduct. Students assigned to DAEP for misconduct MAY be eligible for a reduction in placement days provided the following guidelines are met: Perfect attendance at DAEP, perfect discipline while in DAEP, successful academic progress. A reduction in placement days is dependent upon review and is not guaranteed. Students who receive a reduced placement will still be placed on a Behavior Contract upon returning to the High School campus.

***Transportation services WILL NOT be provided for students who are assigned to the DAEP program.**

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.

Middle School Secondary Student Handbook

- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Food or Drink in the Classroom

Food and drinks are prohibited in classrooms unless approved by staff.

Public Displays of Affection (PDA)

Public display of affection on school grounds, in the building, or during school sponsored activities is considered an inappropriate action. Any displays of affection deemed inappropriate by Middle School staff will result in disciplinary action.

Skateboards, Roller skates, etc.

Skateboards, Roller skates, Heeleys, and any other recreational wheeled devices are strictly prohibited on MVISD property at all times unless prior, written permission has been obtained from the principal. Such items will be confiscated and further disciplinary actions may apply.

****Note:** Items confiscated more than once from a student will only be released to the parent at the end of the current semester. MVISD is not responsible for loss or theft of confiscated items.

Revoking Transfers

The superintendent has the right to revoke the transfer of a nonresident student at any time during the school year for any of the following reasons: attendance, discipline, and/or academic achievement, in accordance with the provisions set for in the MVISD District of Innovation plan.

Violations of Law – Alcohol, Drugs, Tobacco and Weapons

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products (including vaping devices), guns, knives or other weapons on school property, in their vehicle or at any school-related or school-sanctioned activity whether on or off school property. Students should be aware that they will be held responsible for any items found in their possession or in their vehicles and that consequences will be administered for any violations. [See the Student Code of Conduct for information regarding disciplinary consequences.]

Middle School Secondary Student Handbook

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Contagious Diseases / Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

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 87.]

Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 102.]

Participating in campus parent organizations. Parent organizations include: PTO.

Middle School Secondary Student Handbook

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.]

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 80.]

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.]

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

Personal Counseling

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the campus office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

Click [here](#) to access contact information for all campus counseling staff.

[See **Mental Health Support** on page 73, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 39 and **Dating Violence** on page 51.]

Course Credit

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Middle School Secondary Student Handbook

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

The counselor or principal would determine if the student could take an exam for this purpose. If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

When taking an examination to earn credit for a failed course, a student must have received a grade of at least 60 in the course failed.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The dates on which exams are scheduled during the 2022-2023 school year include:

September 9 - 12, 2022

November 7 - December 2, 2022

February 21 - March 10, 2023

May 15 - June 2, 2023

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

Middle School Secondary Student Handbook

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

A student will earn course credit with a passing score of at least 80 on the exam. Depending on the student's grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district (Texas Tech University), the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

**** Note:** grades achieved from CBE are not included in GPA calculation.

Dating Violence, Discrimination, Harassment, and Retaliation

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website: www.mvisd.com. [See policy FFH for more information.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;

Middle School Secondary Student Handbook

- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

For More information on dating violence, see:

Texas Attorney General's office recognizing and responding to [dating violence flyer](#)

The CDC's [Preventing Teen Dating Violence](#)

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Middle School Secondary Student Handbook

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 37]

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.

Middle School Secondary Student Handbook

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

For information on dating violence see:

[Texas Attorney General's Office](#)

[The CDC](#)

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Distance Learning

Distance learning and correspondence courses include courses that encompass the state required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students is the Texas Virtual School Network (TXVSN).

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Middle School Secondary Student Handbook

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 59.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the counseling department.

Distribution of Literature, Published Materials, or Other Documents

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the superintendent or designee before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus for voluntary viewing or collection by students.

The Superintendent or designee shall designate times, locations, and means for distribution of non-school literature by students at District facilities other than school campuses, in accordance with this policy, for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes 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 policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

Middle School Secondary Student Handbook

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any 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 campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated a bulletin board as the location for approved 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 policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following: The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. In order to ensure that all students are appropriately dressed and represent their school and community in a positive manner, a Student Appearance and Grooming policy has been established. It is the responsibility of parents to see that students attend school within the district's dress code policy. At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. The final determination of acceptable dress and grooming rests with the campus principal.

Medina Valley students will use the following standards when dressing for school:

[**MVISD Middle School ID Policy & Procedures**](#)

Middle School Secondary Student Handbook

GENERAL REQUIREMENTS

- All clothing will fit properly.
- Clothing will be clean. Rips, tears, frays, and holes with patches are acceptable as long as skin does not show through
- Clothing will be non-revealing. Undergarments must not show
- Students will practice personal hygiene.
- Visible tattoos are not allowed.
- Students may not wear clothing that advertises drugs, depicts scenes of grotesque violence, images of death, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane, or vulgar statements or signs/symbols
- Additional dress code requirements may apply according to specialty courses (i.e. Ag, shop, science, athletics, etc.)

To assist the student and parent with choosing school attire, the following are standards of dress:

SHIRTS

- All shirts must extend below the waistline.
- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. Blouses with cold shoulders are permissible provided undergarments do not show.
- No spaghetti straps, off-the-shoulder tops, or tank tops are allowed. If any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc., the principal reserves the right to impose a restriction of that item.

PANTS

- Pants are to be worn at the waistline. Sagging pants are not permitted.
- Leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

SHORTS

- Mid-thigh or longer shorts are acceptable

SKIRTS/DRESSES

- Skirts and dresses must be knee length or longer

OUTERWEAR

- Oversized outerwear, trench coats, and dusters are not allowed.

Middle School Secondary Student Handbook

- Jackets (or clothing) with spikes, large studs, or chains are not permitted.
- Pocket chains are not permitted.
- JROTC uniforms are allowed as determined by the JROTC instructors.
- Blankets and pillows are prohibited.

SHOES

- Students must be worn.
- House shoes or slippers are not allowed
- Students must adhere to safety standards for footwear in lab classes as determined by classroom teacher.

HAIR

- Hair should be well-groomed
- Must be a natural color, with no unusually shaved areas. Mohawks are not permitted.
- Hair must not cover the eyes (continually sweeping hair to the side is not acceptable).
- Sideburns may not extend below the bottom of the ear.
- All students must be clean-shaven. Students who need to shave will be provided a razor and shaving cream to do so. Repeated offenses will result in disciplinary consequences. Students who have a doctor's prescription against shaving must have this documentation on file in the Nurse's office. This form must have the doctor's signature and designate the duration of the exemption. Students who cannot shave are required to maintain neat grooming to the maximum extent possible. Partial shaving will void the medical exemption.

ACCESSORIES

- Body piercings are not permitted. Ear piercings are allowed for females only. Gauges are not permitted.
- Bandanas are not permitted and may not be worn or displayed. Exceptions may be made at the principal's discretion.
- Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.
- Students are not permitted to wear sunglasses in the school building.
- Natural-colored nonprescription colored contacts are permitted.
- Makeup must be natural or flesh toned shades.

Middle School Secondary Student Handbook

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

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off and **out of sight** during the instructional day, including during all testing, unless they are being used for *prior* Administration-approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 96.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses (for any purpose)/displays a telecommunications device (including a smart watch) without authorization during the school day, the device will be confiscated. The student/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 for more information.]

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, ereaders, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Students may not use, wear, or display headphones, earbuds, etc, during the school day. Such items will be confiscated. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Middle School Secondary Student Handbook

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 92 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices. **Students may report such loss/theft to the School Resource Officer.**

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using District computers is not private and may be monitored by District staff. [For additional information, see policy CQ.] Use of private computers on campus requires prior **written** permission from the principal.

District Responsibilities:

Medina Valley ISD has technology protection measures installed for all computers in the school district. These measures block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as

Middle School Secondary Student Handbook

“sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Standardized Testing** on page 93.]

English Learners

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 93, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 97.]

Eligibility for many of these activities is governed by state law and the rules of the University

Middle School Secondary Student Handbook

Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 4639581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition [FM(LOCAL)]. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- Students are responsible for all work missed. Students should conference with teacher before extra- curricular absence in order to stay on pace with the class.

Middle School Secondary Student Handbook

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

- Student Council and National Junior Honor Society

In order to obtain the best possible student leadership, and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty members before consideration for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approval is:

- Scholarship
- Citizenship
- Dependability
- Cooperation
- Conduct

Causes for disqualification

Students seeking or holding class, student council, or club office or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons: • Suspension from school

- Failure to comply with the Student Code of Conduct
- Lack of cooperation with sponsors
- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Final decision rests with a disqualification committee consisting of no less than the sponsor, an administrator and one of the student's teachers.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

Middle School Secondary Student Handbook

- 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.
- Fees for lost, damaged, or overdue library books.
- 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 97.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Note: Initial I.D. cards are provided free; however, lost or damaged ID cards will be replaced at the student's expense.

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. [See policy FP for more information.]

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Grading Guidelines

Parents shall be provided information concerning their child that will enhance their understanding of the student's ability, effort, success, or progress in the school program. Students in Pre-Kindergarten through grade 12 will be issued report cards at the end of each six-weeks. The grading system for Pre-Kindergarten and Kindergarten is different than grades 1-12. Numerical grades will be issued in grades 1-12. The grade a student receives at the end

Middle School Secondary Student Handbook

of each reporting period indicates the student level of mastery of the District's subject or grade level standards that were taught during that grading period.

In MVISD, we strive for all of our students to master the concepts taught. Mastery of concepts requires the full participation of the teachers and students. Since students learn at different rates and in different ways, teachers are expected to use a variety of methods in delivering instruction and assessing student progress. The teacher shall determine mastery through formal and informal testing, observations, projects, and other assigned work. Following assessment, the teacher shall re-teach the concept(s) not mastered. The re-teaching and/or retesting of concepts not mastered (grade below 70) the first time will be expected for major assignments and assessments. After re-teaching, the student will be reassessed and the new grade of 70 will be posted if the student successfully masters the essential knowledge and skills on the assignment with a 70 or better. If after re-teaching and re-assessment the student's grade is still below a 70, the higher of the two grades will be recorded.

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 87 for additional information on grading guidelines.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 65.

Middle School Secondary Student Handbook

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

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
Languages other than English	2	2
Fine Arts	1	1
Technology Applications	1	1
Professional Communications (Speech)	.5	.5
Electives	3.5	4.5

Middle School Secondary Student Handbook

Total	22 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.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

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 promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

Middle School Secondary Student Handbook

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the 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 may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Hazing

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;

Middle School Secondary Student Handbook

- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 37 and policies FFI and FNCC for more information.]

Health—Physical and Mental

A Registered Nurse will be available to assist students who become ill or injured at school and to conduct various screenings as required by state law. In the event the Registered Nurse is not immediately available; other school personnel will assist students as needed.

Parents are encouraged NOT to send their students to school when they are ill; however, students should attend school every day possible. Students with a temperature of 100 degrees or greater, a SpO2 of 92% or less, those with vomiting and/or diarrhea who may be contagious, or those with communicable diseases (including head-lice) are NOT allowed to attend school. Parents of a student with a communicable or contagious disease should phone the school nurse so that other students who might have been exposed to the disease can be alerted, if necessary. Students should be free of fever, vomiting, and diarrhea for 24 hours before returning to school. A Texas Department of Health Communicable Disease Chart is available in the school nurse's office. Further information may be found at policy FFAD.

Students should notify a teacher, nurse or another adult if they become ill or injured at school to insure the appropriate medical attention is given. Students are well supervised at all times, but accidents do occur at school just as they do at home. School nurses provide first aid only and are unable to diagnose illness. Please be prepared to take your student home should he/she become ill or injured during the school day. Please make arrangements to have someone pickup your child within 30 minutes of the school calling you. Students who become ill or injured at school shall check out of school through the nurse's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent and the Front Entrance Receptionist. Parents will need to sign these students out at the nurse's office or the front office. Students who transport themselves to and from school, that become ill or injured, will only be allowed to transport themselves home if a parent, guardian, or a contact person on their emergency form can be reached by telephone; and permission is received for them to transport themselves home.

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Family Access by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as

Middle School Secondary Student Handbook

name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Family Access during the school year and notify the Nurse that change has been made.

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. 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
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)

Middle School Secondary Student Handbook

- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 76, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

According to Title 25 Health Services, §§97.61-97.72 of the Texas Administrative Code, every child in the state shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the following immunization schedule:

Pre-K

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	4 doses
Polio	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose on or after 1st birthday
Hepatitis B	3 doses
Varicella**	1 dose on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday
HIB	1 dose after 15 months or a completed series
Pneumococcal (PCV7 or Prevnar)	1 dose after 1st birthday or a completed series with one dose after 1st birthday

Kindergarten and 1st

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday Both MUST be MMR
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

Middle School Secondary Student Handbook

Hepatitis A	2 doses with 1st dose on or after 1st birthday

2nd- 6th Grade

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday*
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

* For students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. Td is acceptable in lieu of Tdap if a contraindication to Pertussis exists.

**Documentation of previous chickenpox illness may substitute for vaccination.

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

Middle School Secondary Student Handbook

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

MVISD Medication and Medical Procedure Protocols

In the best interest of safety concerning medication & medical procedures, the following protocols will be followed:

- Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
- The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher's aides, or any other classified person employed by a school district.
- Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse's office. **If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.**

Middle School Secondary Student Handbook

- Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills necessary to self-administer may be permitted to use prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.
- Medication shall be kept in the nurse's office in a locked cabinet or drawer that is not easily accessible to others.
- Medication from outside the United States will not be administered.
- Natural or homeopathic medication and/or treatments will not be administered.

Prescription Medications

- Prescription medication must be in the original container with the proper label.
- Prescription medication must have a written parental permission.
- If prescription medication is to be given for more than 10 days, a physician's permission and a parental permission form must be on file.

Non-Prescription Medications

- Non-prescription medications must be in the original container with the proper labeling.
- Non-prescription medications must have a written parental permission.
- The parent may send non-prescription medication one time during the school year with a written parental permission. This parental note will be honored for 5 days from the date it is received. Any further administering of this same medication at any time throughout the school year will require a physician's permission form.

As Needed Medication

- If medication, prescription or non-prescription, is to be kept in the nurse's office and administered "as needed"; the requirements for prescription & non-prescription medications apply.

Medical Procedures

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse's office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.
- It is the responsibility of the student to report to the nurse's office to take his/her medicine.

Middle School Secondary Student Handbook

- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.
- The school nurse or a designated representative may provide and administer:
- Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
- Benadryl (or generic antihistamine) if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
- Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel, antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified under **Non-Prescription Medications**. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed healthcare provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 78.

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;

Middle School Secondary Student Handbook

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- www.texassuicideprevention.org
- <http://www.dshs.state.tx.us/mhservices-search/>

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.] For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 14 and **Consent to Provide a Mental Health Care Service** on page for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 47 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 67 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 79 for board-adopted policies and administrative procedures that promote student health.

Middle School Secondary Student Handbook

Physical Activity Requirements

Elementary School

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting:

Melissa Gonzales, Principal
Loma Alta Middle School
266 CR 381, San Antonio, TX. 78253
melissac.gonzales@mvisd.org
Phone: (830) 931-2243

Mrs. Lesli Solis, Principal
Medina Valley Middle School
8395 FM 471 South, Castroville, TX 78009
lesli.solis@mvisd.org
Phone: (830) 931-2243

Physical Health Screenings/Examinations

Athletics Participation

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.

Middle School Secondary Student Handbook

- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent, or see policy FFAA(LEGAL).

Other Examinations and Screenings

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

- Any first-time entrants (1st grade through 12th grade) must be screened within 120 days of admission
- 1st-, 3rd-, 5th- and 7th--graders must be screened anytime within the school year (preferably within first semester)

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.com for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Middle School Secondary Student Handbook

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.

Middle School Secondary Student Handbook

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](#) (CDC), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: 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 68.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed with the Health Services Coordinator or with the campus nurse.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 30 and contact the school nurse for more information.]

Middle School Secondary Student Handbook

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

The Campus nurse at (830) 931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).

The Campus school counselor at (830)931-2243 ext. 1161 (MVMS) or ext. 4300 (LAMS).

The local public health authority, Medina County Health Unit, which may be contacted at 830741-6191, or Bexar County Health Department which may be contacted at 210-335-2011.

The local mental health authority, Hill Country MHDD, which may be contacted at 512-5582006, *Corporate Office*.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://policyonline.tasb.org/home/index/883>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG

Middle School Secondary Student Handbook

- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district will provide supplies, clothing, instructional materials, and other support services to assist highly mobile and at-risk students. The district will provide opportunities for students to listen to motivational speakers and to meet quarterly with student support teams. Social Workers will be available to provide training on various mental health and other hot topics to our secondary staff members.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Gabriel Cary
Federal Programs Director
153 CR 483, LaCoste, TX 78039
gabriel.cary@mvisd.org
830-931-2243 ext. 1186

School Health Advisory Council (SHAC)

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 District Health Services Coordinator, Tina Schmelzer.

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 recording of each meeting will be posted on the district website at www.mvisd.com.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 18 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For

Middle School Secondary Student Handbook

questions about the content or implementation of the district's wellness policy and plan, please contact:

Tina Schmelzer, RN, BSN
Health Services Coordinator
8449 FM 471 South, Castroville TX 78009
tina.schmelzer@mvisd.org
830-931-2243 ext. 1217

Homework

Homework will be assigned in each course. The number and frequency of these assignments shall be determined by the teacher. Homework is independent practice designed to reinforce skills already learned. Independent research projects or papers may be assigned in lieu of or in addition to homework.

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. All homework will be reviewed and/or checked and returned to the student within three days unless the teacher has stated a specific reason for the work not being graded. Students who repeatedly fail to complete assignments may receive an academic referral and/or assignment to Saturday school.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.

Middle School Secondary Student Handbook

- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the

Middle School Secondary Student Handbook

student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

During Lunch

MVMS and Loma Alta are closed campuses. No students will be allowed to leave the campus during lunch. MVMS and Loma Alta do not allow delivery of food to the school during the lunch period either by parent or a food delivery service.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 34.]

Middle School Secondary Student Handbook

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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) for more information.]

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dr. Dwight McHazlett
Assistant Superintendent of Curriculum, Instruction & Student Services
8449 FM 471 South
Castroville, TX 78009 dwight.mchazlett@mvisd.org
830-931-2243 ext. 1101

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon

Middle School Secondary Student Handbook

the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

John Reynolds
Director of Special Programs
8449 FM 471 South
Castroville, TX 78009 john.reynolds@mvisd.org
830-931-2243 ext. 1179

- For all other concerns regarding discrimination, see the superintendent:

Dr. Scott Caloss
Superintendent
8449 FM 471 South
Castroville, TX 78009
Scott.caloss@mvisd.org
830-931-2243 ext. 1105

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 48.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal,

Middle School Secondary Student Handbook

please call the school office at 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 87.]

- Becoming a school volunteer. [See **Volunteers** on page 102 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent/Teacher Organization (PTO).
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the campus principal:

Melissa Gonzales, Principal
Loma Alta Middle School
266 CR 381, San Antonio, TX. 78253
melissac.gonzales@mvisd.org
Phone: (830) 931-2243

Mrs. Lesli Solis, Principal
Medina Valley Middle School
8395 FM 471 South, Castroville, TX 78009
lesli.solis@mvisd.org
Phone: (830) 931-2243

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 80 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:30 p.m. at the Central Administration at 8449 FM 471 South Castroville, TX 78009. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com. [See policies BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 19.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

Middle School Secondary Student Handbook

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Elementary and Middle School Grade Levels

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, and mathematics, and in either science or social studies.

For the 2022–23 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 2021-22 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.

[See **Personal Graduation Plans** on page 65 for information related to the development of personal graduation plans for high school students.]

Release of Students from School

[See **Leaving Campus** on page 82.]

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks via Skyward Family Access.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 85 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery

Middle School Secondary Student Handbook

of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 62 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Display/wear their current year student I.D. above the waist and in full view at all times. Failure to comply will result in disciplinary consequences. A student's initial ID is provided by the school at no charge. Replacement IDs manufactured by the campus will cost \$5.00.
- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by completing an [online report](#).
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Crisis Management Plan

Medina Valley ISD has created a Crisis Management Plan to enable staff members to know the proper steps to take during a crisis situation. The plan covers a variety of emergency situations. Accidents, fire/explosions, deaths, hostage situations and kidnapping are just some of the situations addressed.

Middle School Secondary Student Handbook

This plan is intended for use as a practical outline of what to do in the event of these emergencies. The Crisis Management Plan can do nothing to prevent or predict a crisis. If used properly, it may help the district manage the situation and bring about a swift resolution. Each principal is allowed to add contacts, phone numbers and evacuation points for their schools.

Principals review and update their crisis management plans annually as part of the campus improvement planning process. The central office maintains copies of each school's Emergency Procedures.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

Middle School Secondary Student Handbook

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: www.mvisd.com & social media channels

Radio Stations

WOAI
Y100
KKYX

Television Stations

Channel 4
Channel 5
Channel 12

[See **Communications-Automated, Emergency** on page 44.]

School Facilities

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Tommy Ellison

Facilities Director

8449 FM 471 South, Castroville, Tx 78009

thomas.ellison@mvisd.org

830-931-2243 ext 4111

Food and Nutrition Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Ross Schonhoeft

Director, Child Nutrition

8449 FM 471 S. Castroville, TX 78009

ross.schohoeft@mvisd.org

Phone: (830) 931-2243 ext 1154

Middle School Secondary Student Handbook

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal. [See policy FFA for more information]

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Tommy Ellison

Facilities Director

8449 FM 471 South, Castroville, Tx 78009

thomas.ellison@mvisd.org

830-931-2243 ext 4111

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The library is open for independent student use during the following times with a teacher permit: during school hours.

Middle School Secondary Student Handbook

Use of Hallways during Class Time

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum-Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

Middle School Secondary Student Handbook

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 57 and policy FNF(LEGAL) for more information.]

Trained Dogs

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

John Reynolds
Director of Special Programs

Middle School Secondary Student Handbook

153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- 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.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

Unsatisfactory performance on the STAAR Reading or Math test

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction to the student. A student who does not attend accelerated instruction may violate school attendance requirements.

Middle School Secondary Student Handbook

In the case of a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will form an accelerated learning committee (ALC), including the student's parent, to develop an educational plan for accelerated instruction that will allow the student to perform at the appropriate grade level by the end of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

A parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Ask the district to consider assigning the student to a particular classroom teacher of the appropriate subject, if more than one classroom teacher is available.
- File a complaint or complaint about the content or implementation of the ALC education plan. See Complaints and concerns (all grade levels) and FNG(LOCAL).

Standardized tests for a student enrolled in a higher-grade level

If a student in grades 3-8 is enrolled in a class or course intended for students of higher-grade levels than his or her own in which the student will be administered a mandatory state assessment, the student will be required to take a mandatory assessment of the relevant status only for the course in which he or she is enrolled, unless otherwise required by federal law.

A student in grades 3-8 will be evaluated at least once with the ACT or SAT if they have completed the math, reading/language arts, or science end-of-course assessments prior to high school.

Standardized tests for students in special programs

Certain students — some with disabilities and some classified as English learners — may be eligible for exemptions, accommodations, or deferred exams. For more information, contact the principal, school counselor, or director of special education.

Personal Graduation Plans: Middle School Students

For a middle school student who does not perform satisfactorily on a mandatory state exam, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle school student that the district determines is unlikely to earn a high school diploma within five years of enrolling in high school. Among other things, the plan will identify the student's educational goals, address the parent's expectations about the student's education, and outline an intensive instructional program for the student. [Check with the school counselor and EIF(LEGAL) regulation for more information]. For a student receiving special education services, the student's IEP can serve as a PGP and would therefore be developed by the student's ARD committee.

Students in Foster Care

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Liz Madrigales
MVISD Foster Care Liaison

Middle School Secondary Student Handbook

8449 FM 471 South Castroville, TX 78009

maria.madrigales@mvisd.org

830-931-2243 ext. 1239

[See **A Student in the Conservatorship of the State (Foster Care)** on page 26.]

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Liz Madrigales

MVISD Foster Care Liaison

8449 FM 471 South Castroville, TX 78009

maria.madrigales@mvisd.org

830-931-2243 ext. 1239

[See **A Student Who is Homeless** on page 27.]

Student Speakers

The district provides students the opportunity to introduce school events. If a student meets the eligibility criteria and wishes to introduce a school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

Summer School

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school. [See EHBC]

See campus principal (See EIE local policy regarding retention).

Tardies

Students are expected to arrive at all classes on time. Tardies are accounted for cumulatively and consequences are administered accordingly. A student who is not inside the classroom when the tardy bell rings is considered tardy. Students who are repeatedly tardy to class may receive the following consequences:

- 3 tardies in one week: After School Detention
- 6 tardies in one week: In School Suspension

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

Middle School Secondary Student Handbook

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Dual Credit courses

Dual Credit courses provide college level studies for high school students who desire and are ready to do college level work. As with other college requirements, students may need to purchase Dual Credit college textbooks as described in the course syllabus.

Transfers

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 37, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 92.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Transportation at 830-931-2243.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

Middle School Secondary Student Handbook

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Loading the bus

- Do not push or shove
- Wait until the door opens before approaching the bus.
- Use handrails and steps.

Middle School Secondary Student Handbook

- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

Conduct on the bus

- Remain seated at all times
- Seatbelts, if provided, must be worn at all times as per state law
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.
- Cell phones should be silent and used appropriately. Photographing, recording, loud music and/or videos are prohibited.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.
- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Middle School Secondary Student Handbook

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate and/or permanent removal:

- Refusal to wear seat belts. [Texas Law Regarding Seat Belts & Safety](#)
- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc. Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.
- Engaging in inappropriate or lewd behavior.

Middle School Secondary Student Handbook

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

The following minimum consequences will be administered for violations:

- 1st referral---Parent Contact/Conference
- 2nd referral---Parent Contact/Conference/Final Warning
- 3rd referral---5-day bus suspension
- 4th referral—10-day bus suspension
- 5th referral---Removal for remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education

Middle School Secondary Student Handbook

services. For more information or to request the installation and operation of this equipment, speak with the principal or John Reynolds who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 15.]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 15.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

Middle School Secondary Student Handbook

If you are interested in volunteering, please contact:

Jason Migura
Director Human Resources
8449 FM 471 South, Castroville TX 78009
jason.migura@mvisd.org
830-931-2243

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Withdrawing from School

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Middle School Secondary Student Handbook

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

Middle School Secondary Student Handbook

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

Middle School Secondary Student Handbook

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Middle School Secondary Student Handbook

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/19/2017

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 or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

Middle School Secondary Student Handbook

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. **Investigation of Report**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

Middle School Secondary Student Handbook

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's

Middle School Secondary Student Handbook

website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Medina Valley ISD
2022-2023
Elementary Student Handbook



Castroville Elementary
Mr. Kendall Center, Principal
1000 Madrid Street
Castroville, TX. 78009
Phone: (830) 931-2243
Fax: (830) 931-3973

LaCoste Elementary
Mrs. Elizabeth Vera, Principal
16069 Uvalde Street
LaCoste, TX 78039
Phone: (830) 931-2243
Fax: (830) 931-3973

Ladera Elementary
Mrs. Shelly Guinn, Principal
14750 W. Grosenbacher Rd.
San Antonio, TX 78245
Phone: (830) 931-2243
Fax: (830) 931-3973

Luckey Ranch Elementary
Dr. Georgia Neuman, Principal
12045 Luckey River
San Antonio, TX 78252
Phone: (830) 931-2243
Fax: (830) 931-3973

Potranco Elementary
Mrs. Sandy Bermea, Principal
190 CR 381 South
San Antonio, TX 78253
Phone: (830) 931-2243
Fax: (830) 931-3973

If you have difficulty accessing the information in this document because of disability,
please contact the district at 830-931-2243.

Medina Valley ISD Elementary Student Handbook

Contents

Elementary Student Handbook	0
Board Members	10
Preface Parents and Students:	11
Accessibility	13
Section One: Parental Rights	13
Consent, Opt-Out, and Refusal Rights	13
Consent to Conduct a Psychological Evaluation	13
Consent to Provide a Mental-Health Care Service	13
Consent to Display a Student’s Original Works and Personal Information	14
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14	14
Consent to Video or Audio Record a Student when Not Already Permitted by Law	14
Limiting Electronic Communications between Students and District Employees	15
Objecting to the Release of Directory Information	15
Participation in Third-Party Surveys	16
Consent Required Before Student Participation in a Federally Funded Survey	16
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	17
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	17
Human Sexuality Instruction	17
Reciting a Portion of the Declaration of Independence in Grades 3–12	18
Reciting the Pledges to the U.S. and Texas Flags	18
Religious or Moral Beliefs	18
Tutoring or Test Preparation	19
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	19
Instructional Materials	19
Notices of Certain Student Misconduct to Noncustodial Parent	19
Participation in Federally Required, State-Mandated, and District Assessments	19

Medina Valley ISD Elementary Student Handbook

Student Records	20
Accessing Student Records	20
Authorized Inspection and Use of Student Records	20
Teacher and Staff Professional Qualifications	24
A Student with Exceptionalities or Special Circumstances	24
Children of Military Families	24
Parental Role in Certain Classroom and School Assignments	25
Multiple-Birth Siblings	25
Safety Transfers/Assignments	25
Student Use of a Service/Assistance Animal	25
A Student in the Conservatorship of the State (Foster Care)	25
A Student Who Is Homeless	26
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	27
Special Education Referrals	27
Contact Person for Special Education Referrals	28
Section 504 Referrals	28
Contact Person for Section 504 Referrals	28
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	29
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	29
A Student Who Speaks a Primary Language Other than English	29
A Student with Physical or Mental Impairments Protected under Section 504	29
Section Two: Other Important Information for Parents and Students	31
Absences/Attendance	31
Compulsory Attendance	31
Prekindergarten and Kindergarten	31
Ages 6–18	31
Age 19 and Older	31
Compulsory Attendance—Exemptions	32
All Grade Levels	32

Medina Valley ISD Elementary Student Handbook

Secondary Grade Levels	32
Compulsory Attendance—Failure to Comply	33
All Grade Levels	33
Students with Disabilities	33
Ages 6–18	33
Age 19 and Older	33
Attendance for Credit or Final Grade	34
Official Attendance-Taking Time	34
Documentation after an Absence	35
Doctor's Note after an Absence for Illness	35
Accountability under State and Federal Law	36
Awards and Honors	36
Academic Honor Roll – Elementary Campuses	36
Attendance Awards – Elementary Campuses	37
Bullying	37
Celebrations	39
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children	39
Warning Signs of Sexual Abuse	39
Warning Signs of Trafficking	40
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	41
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	41
College and University Admissions and Financial Aid	41
Closed Campus	42
Communications—Automated	42
Emergency	42
Nonemergency	42
Complaints and Concerns	43
Conduct	43
Applicability of School Rules	43
Campus Behavior Coordinator	43
Deliveries	44

Medina Valley ISD Elementary Student Handbook

Disruption of School Operations	44	Food or Drink in the Classroom	45
Public Displays of Affection (PDA)			45
Skateboards, Roller skates, etc.			45
Revoking Transfers			45
Violations of Law – Alcohol, Drugs, Tobacco and Weapons			45
Social Events			46
Contagious Diseases / Conditions			46
Counseling			46
Academic Counseling			46
Elementary and Middle/Junior High School Grade Levels			47
Personal Counseling			47
Kindergarten Acceleration			47
Students in Grades 1–5			47
Dating Violence, Discrimination, Harassment, and Retaliation			48
Dating Violence			48
Discrimination 48 Harassment	49		
Sexual Harassment and Gender-Based Harassment			49
Retaliation			50
Reporting Procedures			50
Investigation of Report			50
Discrimination			51
Distance Learning			51
Distribution of Literature, Published Materials, or Other Documents			51
School Materials			51
Nonschool Materials			51
From Students			51
From Others			52
Dress and Grooming			52
General Requirements			52
Shirts			53
Pants/Shorts/Skirts/Dresses			53
Shoes			53
Hair			53
Accessories			53

Medina Valley ISD Elementary Student Handbook

Electronic Devices and Technology Resources	54
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	54
Possession and Use of Other Personal Electronic Devices	54
Acceptable Use of District Technology Resources	55
District Responsibilities:	55
Unacceptable and Inappropriate Use of Technology Resources	55
English Learners	56
Extracurricular Activities, Clubs, and Organizations	56
Standards of Behavior	57
Offices and Elections	57
Fees	57
Fundraising	58
Gang-Free Zones	58
Gender-Based Harassment	58
Grading Guidelines	58
Harassment	59
Hazing	59
Health—Physical and Mental	60
Illness	60
Immunization	61
Pre-K	62
Kindergarten and 1 st	62
2nd- 6th Grade	62
Lice	63
Medicine at School	63
MVISD Medication and Medical Procedure Protocols	64
Prescription Medications	64
Non-Prescription Medications	65
As Needed Medication	65
Medical Procedures	65

Medina Valley ISD Elementary Student Handbook

Asthma and Severe Allergic Reactions	66
Mental Health Support	66
Physical Activity Requirements	67
Elementary School	67
Temporary Restriction from Participation in Physical Education	67
Physical Fitness Assessment (Grades 3–12)	67
Physical Health Screenings/Examinations	68
Other Examinations and Screenings	68
Special Health Concerns	68
Bacterial Meningitis	68
What is meningitis?	68
What are the symptoms?	69
How serious is bacterial meningitis?	69
How is bacterial meningitis spread?	69
How can bacterial meningitis be prevented?	69
What should you do if you think you or a friend might have bacterial meningitis?	69
Where can you get more information?	69
Diabetes	70
Food Allergies	70
Seizures	70
Tobacco and E-Cigarettes Prohibited	70
Health-Related Resources, Policies, and Procedures	71
Physical and Mental Health Resources	71
Policies and Procedures that Promote Student Physical and Mental Health	71
School Health Advisory Council (SHAC)	72
Student Wellness Policy/Wellness Plan	73
Law Enforcement Agencies	73
Questioning of Students	73
Students Taken into Custody	73

Medina Valley ISD Elementary Student Handbook

Notification of Law Violations	74
Leaving Campus	74
At Any Other Time during the School Day	75
Lost and Found	75
Makeup Work	75
Makeup Work Because of Absence	75
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work	75
Alternative Means to Receive Coursework	75
Opportunity to Complete Courses	75
Nondiscrimination Statement	76
Parent and Family Engagement	77
Working Together	77
Pledges of Allegiance and a Minute of Silence	78
Prayer	78
Promotion and Retention	78
Elementary and Middle/Junior High Grade Levels	78
Release of Students from School	79
Report Cards/Progress Reports and Conferences	79
Retaliation	79
Safety	79
Accident Insurance	80
Crisis Management Plan	80
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	80
Emergency Medical Treatment and Information	80
Emergency School Closing Information	81
School Facilities	81
Asbestos Management Plan	81
Food and Nutrition Services	81
Pest Management Plan	82

Medina Valley ISD Elementary Student Handbook

Conduct Before and After School	82
Library	83
Use of Hallways during Class Time	83
Use by Students Before and After School	83
School-Sponsored Field Trips	83
Searches	83
Searches in General	83
District Property	84
Telecommunications and Other Electronic Devices	84
Trained Dogs	84
Sexual Harassment	84
Special Programs	84
Standardized Testing	85
STAAR (State of Texas Assessments of Academic Readiness)	85
Grades 3–8	85
Students in Foster Care	85
Students Who are Homeless	86
Summer School	86
Tardies	86
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials	86
Transfers	86
Transportation	87
School-Sponsored Trips	87
Buses and Other School Vehicles	87
General Safety Rules	88
Procedures for waiting for the bus:	88
Loading the bus	88
Seat Belt policy (on buses equipped with them)	88
Conduct on the bus	89
Getting off the bus:	89
Crossing the street after exiting the bus:	89
Accidents and Emergencies:	90
Prohibited items	90
The following infractions are grounds for immediate removal:	90

Medina Valley ISD Elementary Student Handbook

Discipline:	90
Consequences for Bus Rule Violations:	91
Vandalism	91
Video Cameras	91
Visitors to the School	92
General Visitors	92
Unauthorized Persons	92
Visitors Participating in Special Programs for Students	92
Business, Civic, and Youth Groups	92
Volunteers	92
Withdrawing from School	93
Glossary	94
Freedom from Bullying Policy	97
Student Welfare: Freedom from Bullying	97

Board Members

Beth Zinsmeyer
President

Shannon Beasley Vice President

Jennilea Campbell Secretary

Matt Castiglione
Trustee

Veronica Cavazos
Trustee

Paula Davidson
Trustee

Mario De Leon
Trustee

Administration

Dr. Scott Caloss
Superintendent

Castroville Elementary
Mr. Kendall Center, Principal
1000 Madrid Street
Castroville, TX. 78009
Phone: (830) 931-2243
Fax: (830) 931-3973

LaCoste Elementary
Mrs. Elizabeth Vera, Principal
16069 Uvalde Street
LaCoste, TX 78039
Phone: (830) 931-2243
Fax: (830) 985-3732

Potranco Elementary
Mrs. Sandy Bermea, Principal
190 CR 381 South
San Antonio, TX 78253
Phone: (830) 931-2243
Fax: (830) 931-9575

Luckey Ranch Elementary
Dr. Georgia Neuman, Principal
12045 Luckey River
San Antonio, TX 78252
Phone: (830) 931-2243

Ladera Elementary
Mrs. Shelly Guinn, Principal 14750
W. Grosenbacher Rd.
San Antonio, TX 78245
Phone: (830) 931-2243

Medina Valley ISD Elementary Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Medina Valley Elementary Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Medina Valley Elementary Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mvisd.com]. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Campus Front Office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.mvisd.com.

The policy manual includes:

Medina Valley ISD Elementary Student Handbook

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Mr. Kendall Center, Principal
Castroville Elementary
1000 Madrid Street, Castroville, TX. 78009
kendall.center@mvisd.org Phone:
(830) 931-2243

Mrs. Elizabeth Vera, Principal
LaCoste Elementary
16069 Uvalde Street, LaCoste, TX 78039
elizabeth.vera@mvisd.org
Phone: (830) 931-2243

Mrs. Shelly Guinn, Principal
Ladera Elementary
14750 W. Groesenbacher Rd., San Antonio, TX 78245
shelly.guinn@mvisd.org
Phone: (830) 931-2243

Dr. Georgia Neuman, Principal
Luckey Ranch Elementary
12045 Luckey River, San Antonio, TX 78252
georgia.neuman@mvisd.org Phone:
(830) 931-2243

Mrs. Sandy Bermea, Principal
Potranco Elementary
190 CR 381 South, San Antonio, TX 78253
sandy.bermea@mvisd.org
Phone: (830) 931-2243

Medina Valley ISD Elementary Student Handbook

Complete the following forms in Skyward Family Access:

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 16 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Selena Viera
Communications Coordinator
8449 FM 471 South, Castroville TX 78009
selena.viera@mvisd.org
830-931-2243 ext 1254

Section One: Parental Rights

This section describes certain parental rights 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 prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

In response to a suicidal outcry or suspected ideation, the campus Counselor and/or Social Worker will conduct a preliminary evaluation of the child, using the Columbia Suicide Severity

Medina Valley ISD Elementary Student Handbook

Rating Scale (C-SSRS). Results from the C-SSRS will be discussed with the parent/guardian and suggestions for resources and support will be provided, based on the level of severity exhibited by the child.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Tonie Hutzler
Director Guidance & Counseling 8449 FM
471 South, Castroville TX 78009
tonie.hutzler@mvisd.org
830-931-2243 ext 1145

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 66 .

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

Medina Valley ISD Elementary Student Handbook

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Medina Valley ISD Elementary Student Handbook

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal and in Skyward Registration within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, and grade level. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** on page 20.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;

Medina Valley ISD Elementary Student Handbook

- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

Medina Valley ISD Elementary Student Handbook

- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

SB 283 states that parents are to be informed if sexual education is to be taught in the classroom. MVISD has chosen the **UTHSC's Worth the Wait Program**. It is an abstinencebased program. It is offered during health in 6-12th grade. If you wish to review the curriculum, please contact the school nurse at your child's campus.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

Medina Valley ISD Elementary Student Handbook

[See **Pledges of Allegiance and a Minute of Silence** on page 78 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's

Medina Valley ISD Elementary Student Handbook

misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 15, 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;

Medina Valley ISD Elementary Student Handbook

- 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.

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

- Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;

Medina Valley ISD Elementary Student Handbook

- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or ○ A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The Principal is custodian of all records for currently enrolled students at the assigned campus. The Superintendent is the custodian of all records for students who have withdrawn or graduated. the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours

Medina Valley ISD Elementary Student Handbook

and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

Mr. Kendall Center, Principal
Castroville Elementary
1000 Madrid Street, Castroville, TX. 78009
kendall.center@mvisd.org
Phone: (830) 931-2243

Mrs. Elizabeth Vera, Principal
LaCoste Elementary
16069 Uvalde Street, LaCoste, TX 78039
elizabeth.vera@mvisd.org
Phone: (830) 931-2243

Mrs. Shelly Guinn, Principal
Ladera Elementary
14750 W. Groesenbacher, San Antonio, TX 78245
shelly.guinn@mvisd.org
Phone: (830) 931-2243

Dr. Georgia Neuman, Principal
Luckey Ranch Elementary
12045 Luckey River, San Antonio, TX 78252
georgia.neuman@mvisd.org
Phone: (830) 931-2243

Mrs. Sandy Bermea, Principal
Potranco Elementary
190 CR 381 South, San Antonio, TX 78253
sandy.bermea@mvisd.org
Phone: (830) 931-2243

You may contact the custodian of records for students who have withdrawn or graduated at:

Dr. Scott Caloss
8449 FM 471 South, Castroville, TX 78009
scott.caloss@mvisd.org
830-931-2243

Medina Valley ISD Elementary Student Handbook

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 79, **Complaints and Concerns** on page 43, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.mvisd.com.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;

Medina Valley ISD Elementary Student Handbook

- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom 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.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the Superintendent for more information.

[See **Bullying** on page 36, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been

Medina Valley ISD Elementary Student Handbook

convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half 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 **Students in Foster Care** on page 85.]

Medina Valley ISD Elementary Student Handbook

A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course; • Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Students who are Homeless** on page 86.] **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.

Medina Valley ISD Elementary Student Handbook

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Medina Valley ISD Elementary Student Handbook

John Reynolds
Director of Special Programs
153 CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

John Reynolds
Director of Special Programs 153
CR 483, LaCoste, TX 78039
john.reynolds@mvisd.org
(830) 931-2243

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in

Medina Valley ISD Elementary Student Handbook

the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 56 and **Special Programs** on page 84.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal at 830-931-2243.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

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.

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Medina Valley ISD Elementary Student Handbook

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state;
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 24 for more information.]

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this:

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Medina Valley ISD Elementary Student Handbook

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Joe Romo
Truancy Officer
153 CR 483, LaCoste, TX 78039
jose.romo@mvisd.org
830-931-2243

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Medina Valley ISD Elementary Student Handbook

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal and the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 31 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Medina Valley ISD Elementary Student Handbook

Official Attendance-Taking Time

The district will take official attendance every day at 9:30 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

NOTE: Elementary schools will allow 5 handwritten notes for a total of 8 absences per semester. Once the fifth note or the 8th absence is accumulated the next absence will not be documented as excused unless a note from a health care provider or anything found to be acceptable by an Administrator is turned in. Parent notes received 4 or more school days following the absence will no longer be considered an excused absence. The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

If no note is provided or if the absence is deemed unexcused by an administrator, students may be subject to disciplinary action.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Please Note:

- A student absence from school for any reason other than for a documented health care appointment will not be allowed to participate in school-related activities on that day or evening.
- A student is absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not

Medina Valley ISD Elementary Student Handbook

make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

- Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.
- The District shall make no distinctions between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. The principal of a school may grant a student up to three additional absences if the student is involved in more than one type of extracurricular activity and has a grade of at least 80 in the courses or subjects to be missed.

For further information, see policies at EHBC, EIA, FDC, and FDD.

Medical Exemption

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. When a student commences classes or returns to school on the same day of the appointment – the appointment should be supported by a document such as a note from the health care professional – the hours of absence shall be counted as hours of compulsory attendance. Students excused under this provision shall be allowed a reasonable time to make up school work missed on those days. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District. A student enrolled in the DCP program must have prior approval of the DCP instructor in order to use attendance at work site as instructional time to qualify for this exemption.

For purposes of this medical exemption the appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health professional.

[See policy FEC(LOCAL) for more information.]

Accountability under State and Federal Law

Medina Valley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Medina Valley ISD Elementary Student Handbook

Accountability information can be found on the district's website at www.mvisd.com. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

Awards and Honors

Academic Honor Roll – Elementary Campuses

- Calculated for each 6-week grading period for grades 1-5.
- A student must have 4 core courses to be included in the honor roll selection.
- A student must be enrolled in MVISD the entire six weeks in which the academic award is presented.

Note: The campus principal will determine awards and schedule ceremonies.

Attendance Awards – Elementary Campuses

Students will be recognized for perfect attendance (100% attendance)

Arriving late after 7:50 a.m. and/or leaving early (before 3:10 p.m.). A combination of either arriving late or leaving early could affect your child's attendance award. Five incidences of arriving late and/or leaving early will count as an absence.

A student must be enrolled in MVISD the entire six weeks in which the attendance award is presented.

Bullying

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera

Medina Valley ISD Elementary Student Handbook

- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on the district website by clicking the [Report Bullying](#) button.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Medina Valley ISD Elementary Student Handbook

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48, **Hazing** on page 59, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Celebrations

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

NOTE: All food brought to the school for student consumption during school or class activities must be pre-packaged or purchased from a licensed food distribution business.

[See **Food Allergies** on page 70.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed [here](#). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

Medina Valley ISD Elementary Student Handbook

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

Medina Valley ISD Elementary Student Handbook

- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

College and University Admissions and Financial Aid

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

Medina Valley ISD Elementary Student Handbook

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2022 terms and spring 2023 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

Closed Campus

ALL VISITORS MUST SIGN IN AT THE FRONT OFFICE AND PROVIDE PHOTO ID.

Students will not be allowed to be checked out of school early unless the situation is medical or approved prior by the campus principal.

When allowed, parents wishing to visit the campus to eat lunch with their child may do so by signing in at the office and providing photo ID. A designated table will be located in the cafeteria and only the child of the visiting parents will be allowed to sit there.

Students choosing to leave campus without permission will be subject to disciplinary action. The school day begins at 7:50 a.m. and ends at 3:10 p.m. each regular school day. A bell schedule is posted in each classroom and is provided in this handbook.

Communications—Automated

A parent may update contact information by visiting our website, www.mvisd.com and updating your child's Skyward contact information.

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

Medina Valley ISD Elementary Student Handbook

situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 79 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 79 for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mvisd.com. The complaint forms can be accessed *online at* www.mvisd.com or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

Medina Valley ISD Elementary Student Handbook

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.mvisd.org and the coordinator for this campus is listed below:

Claire Tondre, Vice Principal
Castroville Elementary School
1000 Madrid Street, Castroville, TX 78009
claire.tondre@mvisd.org
Phone: (830) 931-2243

Ruth Bernard, Vice Principal
LaCoste Elementary School
16069 Uvalde Street, LaCoste, TX 78039
ruth.bernard@mvisd.org
Phone: (830) 931-2243

Kira Casiano, Vice Principal
Ladera Elementary School
14750 W. Groesenbacher Rd. San Antonio, TX 78245
kira.casiano@mvisd.org
Phone: (830) 931-2243

Jessica Hysell, Vice Principal
Luckey Ranch Elementary School
12045 Luckey River, San Antonio, TX 78252
jessica.hysell@mivsd.org
Phone: (830) 931-2243

Audrey White, Vice Principal
Potranco Elementary School
190 CR 381 South, San Antonio, TX 78253
audrey.white@mvisd.org
Phone: (830) 931-2243

Medina Valley ISD Elementary Student Handbook

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.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Food or Drink in the Classroom

Food and drinks are prohibited in classrooms unless approved by staff.

Public Displays of Affection (PDA)

Public display of affection on school grounds, in the building, or during school sponsored activities is considered an inappropriate action. Any displays of affection deemed inappropriate by elementary staff will result in disciplinary action.

Skateboards, Roller skates, etc.

Skateboards, Roller skates, Heelys, and any other recreational wheeled devices are strictly prohibited from uses on MVISD property at all times unless prior, written permission has been obtained from the principal. Such items will be confiscated and further disciplinary actions may apply.

Medina Valley ISD Elementary Student Handbook

****Note:** Items confiscated more than once from a student will only be released to the parent at the end of the current semester. MVISD is not responsible for loss or theft of confiscated items.

Revoking Transfers

The superintendent has the right to revoke the transfer of a nonresident student at any time during the school year for any of the following reasons: attendance, discipline, and/or academic achievement, in accordance with the provisions set for in the MVISD District of Innovation plan.

Violations of Law – Alcohol, Drugs, Tobacco and Weapons

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products (including vaping devices), guns, knives or other weapons on school property, in their vehicle or at any school-related or school-sanctioned activity whether on or off school property. Students should be aware that they will be held responsible for any items found in their possession or in their vehicles and that consequences will be administered for any violations. [See the Student Code of Conduct for information regarding disciplinary consequences.]

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Contagious Diseases / Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and

Medina Valley ISD Elementary Student Handbook

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

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 79.]

Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 92.]

Participating in campus parent organizations. Parent organizations include: PTO.

Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB.]

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 72.]

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.]

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

Personal Counseling

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the campus office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

Medina Valley ISD Elementary Student Handbook

Click [here](#) to access contact information for all campus counseling staff.

[See **Mental Health Support** on page 66, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 39 and **Dating Violence** on page 48.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The dates on which exams are scheduled during the 2022-2023 school year include:

September 9 - 12, 2022

November 7 - December 2, 2022

February 21 - March 10, 2023

May 15 - June 2, 2023

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Districts must develop procedures to be approved by the local board of trustees for kindergarten acceleration.

[MVISD Procedures for Kindergarten Acceleration](#) (In accordance with policy EHDC LOCAL).

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 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.

Medina Valley ISD Elementary Student Handbook

Dating Violence, Discrimination, Harassment, and Retaliation

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website: www.mvisd.com. [See policy FFH for more information.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier ([recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
(<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>))

Medina Valley ISD Elementary Student Handbook

- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Medina Valley ISD Elementary Student Handbook

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 37]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

Medina Valley ISD Elementary Student Handbook

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 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 48.]

Distance Learning

Distance learning and correspondence courses include courses that encompass the state required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students is the Texas Virtual School Network (TXVSN).

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Distribution of Literature, Published Materials, or Other Documents

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

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 superintendent or designee before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or

Medina Valley ISD Elementary Student Handbook

distributed by students to students or others at the principal's campus for voluntary viewing or collection by students.

The Superintendent or designee shall designate times, locations, and means for distribution of non-school literature by students at District facilities other than school campuses, in accordance with this policy, for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes 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 policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any 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 campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal has designated a bulletin board as the location for approved 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 noncurricular-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All 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

Student Safety and ID's:

All MVISD Elementary School students will be issued a student ID badge and lanyard that will be kept in the students classroom with the teacher. The student ID's will be distributed to students for use when going to the cafeteria and library. A secondary ID, bus tag and/or pickup tag will be attached to the students backpack for identification purposes outside of the

Medina Valley ISD Elementary Student Handbook

classroom and for afternoon pickup information. Replacement IDs, bag tags and/or pickup tags manufactured by the campus will cost \$5.00 each.

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

General Requirements

- All clothing will fit properly.
- Clothing will be clean with no rips or tears above the knee.
- Clothing will be non-revealing and exhibit modesty in styling.
- Undergarments must be worn appropriately and not be visible.
- Students will practice personal hygiene.
- Visible tattoos and/or body piercing are not allowed.
- Students may not wear clothing that advertises drugs, sex, alcohol, or tobacco. No article of clothing or accessory may display any obscene, profane or vulgar statements or signs/symbols. This includes depiction of weapons, scenes of grotesque violence, or images of death.

At any time during the school year, the campus principal may prohibit any grooming practice, article of clothing, or accessory including emblems or logos, that is determined to be a safety concern or distraction. The principal may determine the definition of various articles of clothing (i.e. pants, sleeves, etc.) with acknowledgement of fashion. The final determination of acceptable dress and grooming rests with the campus principal.

To assist the student and parent with choosing school attire, the following are standards of dress:

Shirts

- All shirts must have sleeves (material that extends past the seam at the shoulder). Undergarments must not show. No spaghetti straps or tank tops are allowed.
- All shirts must extend below the waistline. Plain white t-shirts may not be worn except as an undershirt. Additionally, if any item of clothing or color of shirt is deemed to be a symbol of gang affiliation, etc. the principal reserves the right to impose a restriction of that item.

Pants/Shorts/Skirts/Dresses

- Full-length jeans, pants, and capris are to be worn at the waistline.
- Pants that sag or are worn below the waistline will not be allowed.
- Shorts are acceptable provided they are worn at the waistline and extend at least mid-thigh.
- Skirts and dresses must be knee length or longer.
- Tights or leggings may be worn only if worn with a top that reaches mid-thigh length. Sheer tights or leggings are not permitted. Leggings with mesh below mid-thigh length are acceptable.

Shoes

- Shoes must be worn.
- House shoes, shower shoes, flip-flops or slippers may not be worn.
- Shoes should be appropriate for PE and playground.

Medina Valley ISD Elementary Student Handbook

Hair

- Hair should be well-groomed.
- Must be a natural color, with no unusually shaved areas including designs shaved into the hair. Mohawks are not permitted.
- Hair must not cover the eyes. (Continually sweeping to the side is not acceptable.)

Accessories

- Body piercings are not permitted. Ear piercings are allowed for females only.
- Gauges are not permitted.
- Makeup is prohibited. Exceptions may be made at the discretion of the campus principal.
- Bandanas are prohibited. Exceptions may be made at the discretion of the campus principal.
- Students are not permitted to wear any head coverings in the school building. This includes beanies, caps, etc., and applies to both boys and girls.

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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off and **out of sight** during the instructional day, including during all testing, unless they are being used for *prior* Administration-approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 86.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device (including a smart watch) 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.

Medina Valley ISD Elementary Student Handbook

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, ereaders, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Students may not use, wear, or display headphones, earbuds, etc., during the school day. Such items will be confiscated. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 83 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using District computers is not private and may be monitored by District staff. [For additional information, see policy CQ.] Use of private computers on campus requires prior **written** permission from the principal.

Medina Valley ISD Elementary Student Handbook

District Responsibilities:

Medina Valley ISD has technology protection measures installed for all computers in the school district. These measures block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

English Learners

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 85, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

Medina Valley ISD Elementary Student Handbook

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 87.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 4639581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

See campus principal (ES)

In order to obtain the best possible student leadership, and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty members before consideration for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approval is:

- Scholarship
- Citizenship
- Dependability
- Cooperation

Medina Valley ISD Elementary Student Handbook

- Conduct

Causes for disqualification

Students seeking or holding class, student council, or club office or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons:

- Suspension from school
- Failure to comply with the Student Code of Conduct
- Lack of cooperation with sponsors
- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Final decision rests with a disqualification committee consisting of no less than the sponsor, an administrator and one of the student's teachers.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student/parent may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- 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 87.]

Note: Initial I.D. cards are provided free; however, lost or damaged ID cards will be replaced at the student/parent's expense.

Medina Valley ISD Elementary Student Handbook

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. [See policy FP for more information.]

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

Parents shall be provided information concerning their child that will enhance their understanding of the student's ability, effort, success, or progress in the school program. Students in Prekindergarten through grade 12 will be issued report cards at the end of each six-weeks. The grading system for Pre-Kindergarten and Kindergarten is different than grades 1-12. Numerical grades will be issued in grades 1-12. The grade a student receives at the end of each reporting period indicates the student level of mastery of the District's subject or grade level standards that were taught during that grading period.

In MVISD, we strive for all of our students to master the concepts taught. Mastery of concepts requires the full participation of the teachers and students. Since students learn at different rates and in different ways, teachers are expected to use a variety of methods in delivering instruction and assessing student progress. The teacher shall determine mastery through formal and informal testing, observations, projects, and other assigned work. Following assessment, the teacher shall re-teach the concept(s) not mastered. The re-teaching and/or re-testing of concepts not mastered (grade below 70) the first time will be expected for major assignments and assessments. After re-teaching, the student will be reassessed and the new grade of 70 will be posted if the student successfully masters the essential knowledge and skills on the assignment

Medina Valley ISD Elementary Student Handbook

with a 70 or better. If after re-teaching and re-assessment the student's grade is still below a 70, the higher of the two grades will be recorded.

[See **Report Cards/Progress Reports and Conferences** on page 79 for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

Hazing

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 37 and policies FFI and FNCC for more information.]

Health—Physical and Mental

A Registered Nurse will be available to assist students who become ill or injured at school and to conduct various screenings as required by state law. In the event the Registered Nurse is not immediately available; other school personnel will assist students as needed.

Parents are encouraged NOT to send their students to school when they are ill; however, students should attend school every day possible. Students with a temperature of 100 degrees or greater, a SpO2 of 92% or less, those with vomiting and/or diarrhea who may be contagious, or those with communicable diseases (including head-lice) are NOT allowed to attend school. Parents of a student with a communicable or contagious disease should phone the school nurse so that other students who might have been exposed to the disease can be alerted, if necessary. Students should be free of fever, vomiting, and diarrhea for 24 hours before returning to school. A Texas Department of Health Communicable Disease Chart is available in the school nurse's office. Further information may be found at policy FFAD.

Medina Valley ISD Elementary Student Handbook

Students should notify a teacher, nurse or another adult if they become ill or injured at school to insure the appropriate medical attention is given. Students are well supervised at all times, but accidents do occur at school just as they do at home. School nurses provide first aid only and are unable to diagnose illness. Please be prepared to take your student home should he/she become ill or injured during the school day. Please make arrangements to have someone pickup your child within 30 minutes of the school calling you. Students who become ill or injured at school shall check out of school through the nurse's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent and the Front Entrance Receptionist. Parents will need to sign these students out at the nurse's office or the front office. Students who transport themselves to and from school, that become ill or injured, will only be allowed to transport themselves home if a parent, guardian, or a contact person on their emergency form can be reached by telephone; and permission is received for them to transport themselves home.

Emergency Forms must be on file in the office for every student at all times. These forms should be completed and signed electronically in Skyward Family Access by the second day of attendance. Should an illness or injury occur which requires medical attention, current information such as name of doctor, several emergency telephone number, allergies, medical problems, and a medical release, is necessary. Please update any changes in Skyward Family Access during the school year and notify the Nurse that change has been made.

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Medina Valley ISD Elementary Student Handbook

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. 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
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 68, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

According to Title 25 Health Services, §§97.61-97.72 of the Texas Administrative Code, every child in the state shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the following immunization schedule:

Medina Valley ISD Elementary Student Handbook

Pre-K

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	4 doses
Polio	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose on or after 1st birthday
Hepatitis B	3 doses
Varicella**	1 dose on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday
HIB	1 dose after 15 months or a completed series
Pneumococcal (PCV7 or Prevnar)	1 dose after 1st birthday or a completed series with one dose after 1st birthday

Kindergarten and 1st

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday Both MUST be MMR
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday
Hepatitis A	2 doses with 1st dose on or after 1st birthday

2nd- 6th Grade

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap)	5 doses or 4 doses if one is on or after the 4th birthday*
Polio	4 doses unless 3rd dose was received on or after 4th birthday.
Measles, Mumps, and Rubella (MMR)	2 doses with the first one on or after 1st birthday
Hepatitis B	3 doses
Varicella**	2 doses on or after 1st birthday

*For students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. Td is acceptable in lieu of Tdap if a contraindication to Pertussis exists.

**Documentation of previous chickenpox illness may substitute for vaccination.

***If 1st Varicella is received after age 13, a 2nd dose is required. For a complete list of requirements please visit the following website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>

Medina Valley ISD Elementary Student Handbook

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help

Medina Valley ISD Elementary Student Handbook

applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

MVISD Medication and Medical Procedure Protocols

In the best interest of safety concerning medication & medical procedures, the following protocols will be followed:

- Parents are encouraged to schedule the administration of student medication in such a manner that medication required at school is kept to a minimum.
- The principal shall appoint one responsible person, e.g., the school nurse to supervise the storing and dispensing of medication. Medication may be given by any school employee, including, but not limited to principals, secretaries, teachers, nurses, counselors, teacher's aides, or any other classified person employed by a school district.
- Medication shall be provided by the parent and should be brought to school by the parent. If this is not possible, & the medication is sent to school via the child the parent must remember that they are responsible for the medication until medication is delivered to a school district employee in the nurse's office. **If the medication must be sent with the student, the parent must call the school nurse and notify her that the student is bringing the medication to school. The original container with the proper labeling should be placed in a sealed envelope.**
- Students may not carry medication or administer it to themselves, unless specified by the physician. A student having written authorization from his/her parent and physician, and who meets all other requirements including demonstrating to his or her doctor and the school nurse that he/she has the skills necessary to self-administer may be permitted to use prescribed diabetic, asthma or anaphylaxis medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed diabetic, asthma or anaphylaxis medication for use during the school day.
- Medication shall be kept in the nurse's office in a locked cabinet or drawer that is not easily accessible to others.
- Medication from outside the United States will not be administered.
- Natural or homeopathic medication and/or treatments will not be administered.

Prescription Medications

- Prescription medication must be in the original container with the proper label.
- Prescription medication must have a written parental permission.

Medina Valley ISD Elementary Student Handbook

- If prescription medication is to be given for more than 10 days, a physician's permission and a parental permission form must be on file.

Non-Prescription Medications

- Non-prescription medications must be in the original container with the proper labeling.
- Non-prescription medications must have a written parental permission.
- The parent may send non-prescription medication one time during the school year with a written parental permission. This parental note will be honored for 5 days from the date it is received. Any further administering of this same medication at any time throughout the school year will require a physician's permission form.

As Needed Medication

- If medication, prescription or non-prescription, is to be kept in the nurse's office and administered "as needed"; the requirements for prescription & non-prescription medications apply.

Medical Procedures

- Medical Procedures require a physician & parental authorization.
- Routine procedures that involve bodily fluids should be performed in the nurse's office.
- Medication permission forms are available from the school nurse and/or on the MVISD website. Children with chronic conditions requiring medication should have these forms on file from the beginning of the school year.
- All permission slips and/or authorizations must be renewed each school year.
- Any change or discontinuation in medication and/or medical procedures during the school year will require a physician note.
- It is the responsibility of the student to report to the nurse's office to take his/her medicine.
- The only medication bottles sent home with the student will be empty medicine bottles. The parent must pick up bottles with medicine left. Medicine will be kept for 2 weeks, after which the medicine will be disposed of. The only exemption to this rule is antibiotics, eye drops, ear drops and inhalers that, at the discretion of the nurse, may be sent home with the child.
- The school nurse or a designated representative may provide and administer:
- Tylenol (or generic acetaminophen) if a student has a temperature of 101 or higher;
- Benadryl (or generic antihistamine) if a student experiences a local or systemic allergic reaction such as hives, welts, severe swelling, generalized itching, or tingling of the mouth or throat; or
- Epinephrine Injection if a student experiences an allergic emergency (Anaphylaxis). The school will attempt to contact the parent as soon as possible if such action is necessary.
- The following products are kept in the nurse's office for a student's use if needed: hydrogen peroxide, rubbing alcohol, triple antibiotic ointment, throat spray, Caladryl, burn gel,

Medina Valley ISD Elementary Student Handbook

antifungal cream, Orajel, hand sanitizer, eyewash, nail polish remover, and adhesive remover (or the generic equivalent of the above).

Students are not allowed to carry prescription or over the counter medication on themselves or to self-administer except as specified under **Non-Prescription Medications**. Failure to comply with this requirement may result in serious disciplinary consequences, such as expulsion and/or assignment to DAEP.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed healthcare provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 70.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [*school personnel and/or school volunteers*] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that warrant administration of the medication and the district has obtained prior written consent from the student’s parent or guardian.

Medina Valley ISD Elementary Student Handbook

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

“Unassigned asthma medication” means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Mental Health Support

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- www.texassuicideprevention.org
- <http://www.dshs.state.tx.us/mhservices-search/>

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student’s return to school. Please contact the district’s mental health liaison for further information.

Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated

Medina Valley ISD Elementary Student Handbook

by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]
For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 13 and **Consent to Provide a Mental Health Care Service** on page for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 46 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 60 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 71 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting:

Mr. Kendall Center, Principal
Castroville Elementary
1000 Madrid Street, Castroville, TX. 78009
kendall.center@mvisd.org
Phone: (830) 931-2243

Mrs. Elizabeth Vera, Principal
LaCoste Elementary
16069 Uvalde Street, LaCoste, TX 78039
elizabeth.vera@mvisd.org Phone:
(830) 931-2243

Mrs. Shelly Guinn, Principal
Ladera Elementary
14750 W. Grosenbacher Rd. San Antonio, TX 78245

Medina Valley ISD Elementary Student Handbook

shelly.guinn@mvisd.org
Phone: (830) 931-2243

Dr. Georgia Neuman, Principal
Luckey Ranch Elementary
12045 Luckey River, San Antonio, TX 78252
georgia.neuman@mvisd.org
Phone: (830) 931-2243

Mrs. Sandy Bermea, Principal
Potranco Elementary
190 CR 381 South, San Antonio, TX 78253
sandy.bermea@mvisd.org
Phone: (830) 931-2243

Physical Health Screenings/Examinations

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

- Any first-time entrants (1st grade through 12th grade) must be screened within 120 days of admission
- 1st-, 3rd-, 5th- and 7th--graders must be screened anytime within the school year (preferably within first semester)

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis

Please see the district's website at www.mvisd.com for information regarding meningitis.

Medina Valley ISD Elementary Student Handbook

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

Medina Valley ISD Elementary Student Handbook

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](#) (CDC), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: 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 61.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed with the Health Services Coordinator or with the campus nurse.

[See **Celebrations** on page 39 and policy FFAF for more information.]

Medina Valley ISD Elementary Student Handbook

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

The Campus nurse at (830) 931-2243

- Castroville E.S. Ext. 2500
- LaCoste E.S. Ext. 3005
- Ladera E.S. Ext. 2700
- Luckey Ranch E.S. Ext. 2605
- Potranco E.S. Ext. 2000

The Campus school counselor at (830) 931-2243

- Castroville E.S. Ext. 2500
- LaCoste E.S. Ext. 3005
- Ladera E.S. Ext. 2700
- Luckey Ranch E.S. Ext. 2605
- Potranco E.S. Ext. 2000

The local public health authority, Medina County Health Unit, which may be contacted at 830-741-6191, or Bexar County Health Department which may be contacted at 210-335-2011.

The local mental health authority, Hill Country MHDD, which may be contacted at 512-558-2006, Corporate Office.

Medina Valley ISD Elementary Student Handbook

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://policyonline.tasb.org/home/index/883>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district will provide supplies, clothing, instructional materials, and other support services to assist highly mobile and at-risk students. The district will provide opportunities for students to listen to motivational speakers and to meet quarterly with student support teams. Social Workers will be available to provide training on various mental health and other hot topics to our secondary staff members.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Gabriel Cary
Federal Programs Director
153 CR 483, LaCoste, TX 78039
gabriel.cary@mvisd.org

Medina Valley ISD Elementary Student Handbook

830-931-2243 ext. 1186

School Health Advisory Council (SHAC)

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 Additional information regarding the district's SHAC is available from Tina Schmelzer, Health Services Coordinator.

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 at www.mvisd.com.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See **Human Sexuality Instruction** on page 17 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Tina Schmelzer, RN, BSN
Health Services Coordinator
8449 FM 471 South, Castroville TX 78009
tina.schmelzer@mvisd.org
830-931-2243 ext. 1217

Homework

Homework will be assigned in each course. The number and frequency of these assignments shall be determined by the teacher. Homework is independent practice designed to reinforce skills already learned. Independent research projects or papers may be assigned in lieu of or in addition to homework.

Homework is due on the date designated by the teacher with consideration given to the length of the assignment. All homework will be reviewed and/or checked and returned to the student within three days unless the teacher has stated a specific reason for the work not being graded. Students who repeatedly fail to complete assignments may receive an academic consequences, determined by the campus principal.

Medina Valley ISD Elementary Student Handbook

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection

Medina Valley ISD Elementary Student Handbook

to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

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.

Medina Valley ISD Elementary Student Handbook

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 34.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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) for more information.]

Medina Valley ISD Elementary Student Handbook

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dr. Dwight McHazlett
Assistant Superintendent of Curriculum, Instruction & Student Services
8449 FM 471 South
Castroville, TX 78009
dwight.mchazlett@mvisd.org
830-931-2243 ext. 1101

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

John Reynolds
Director of Special Programs
8449 FM 471 South
Castroville, TX 78009
john.reynolds@mvisd.org
830-931-2243 ext. 1179

- For all other concerns regarding discrimination, see the superintendent:

Dr. Scott Caloss
Superintendent
8449 FM 471 South

Medina Valley ISD Elementary Student Handbook

Castroville, TX 78009
scott.caloss@mvisd.org
830-931-2243

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 46.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 830-931-2243 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 79.]
- Becoming a school volunteer. [See **Volunteers** on page 92 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent/Teacher Organization (PTO).
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the campus principal.

Mr. Kendall Center, Principal
Castroville Elementary
1000 Madrid Street, Castroville, TX. 78009
kendall.center@mvisd.org
Phone: (830) 931-2243

Medina Valley ISD Elementary Student Handbook

Mrs. Elizabeth Vera, Principal
LaCoste Elementary
16069 Uvalde Street, LaCoste, TX 78039
elizabeth.vera@mvisd.org Phone:
(830) 931-2243

Mrs. Shelly Guinn, Principal
Ladera Elementary
14750 W. Grosenbacher Rd. San Antonio, TX 78245
shelly.guinn@mvisd.org
Phone: (830) 931-2243

Dr. Georgia Neuman, Principal
Luckey Ranch Elementary
12045 Luckey River, San Antonio, TX 78252
georgia.neuman@mvisd.org
Phone: (830) 931-2243

Mrs. Sandy Bermea, Principal
Potranco Elementary
190 CR 381 South, San Antonio, TX 78253
sandy.bermea@mvisd.org
Phone: (830) 931-2243

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:30 p.m. at the Central Administration at 8449 FM 471 South Castroville, TX 78009. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Central Office and online at www.mvisd.com. [See policies BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**.]

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.

Medina Valley ISD Elementary Student Handbook

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Kindergarten-Grade 3

A parent may request in writing that a student repeat kindergarten, or grades 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

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading/language arts, mathematics and in either science or social studies. (See EIE Local)

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

For the 2022-23 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 in which the student was enrolled during the 2021-22 school year. Before granting the request, the district may convene a repeat committee to meet and discuss the request, and will invite the parent to participate.

[See **Standardized Testing**.]

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance.

Medina Valley ISD Elementary Student Handbook

The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

Release of Students from School

[See **Leaving Campus.**]

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks via Skyward Family Access.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 77 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 58 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Safety

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an [online report](#).
- Know emergency evacuation routes and signals.

Medina Valley ISD Elementary Student Handbook

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Crisis Management Plan

Medina Valley ISD has created a Crisis Management Plan to enable staff members to know the proper steps to take during a crisis situation. The plan covers a variety of emergency situations. Accidents, fire/explosions, deaths, hostage situations and kidnapping are just some of the situations addressed.

This plan is intended for use as a practical outline of what to do in the event of these emergencies. The Crisis Management Plan can do nothing to prevent or predict a crisis. If used properly, it may help the district manage the situation and bring about a swift resolution. Each principal is allowed to add contacts, phone numbers and evacuation points for their schools.

Principals review and update their crisis management plans annually as part of the campus improvement planning process. The central office maintains copies of each school's Emergency Procedures.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Medina Valley ISD Elementary Student Handbook

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

www.mvisd.com & social media channels

Radio Stations

WOAI
Y100
KKYX

Television Stations

Channel 4
Channel 5
Channel 12

[See **Communications-Automated, Emergency** on page 42.]

School Facilities

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Tommy Ellison
Facilities Director
8449 FM 471 South, Castroville, Tx 78009
thomas.ellison@mvisd.org
830-931-2243 Ext. 4111

Food and Nutrition Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Medina Valley ISD Elementary Student Handbook

To apply for free or reduced-price meal services, contact:

Ross Schonhoeft
Director, Child Nutrition
8449 FM 471 S. Castroville, TX 78009
ross.schonhoeft@mvisd.org
Phone: (830) 931-2243 ext 1154

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Tommy Ellison
Facilities Director
8449 FM 471 South, Castroville, Tx 78009
thomas.ellison@mvisd.org
830-931-2243 ext 4111

Medina Valley ISD Elementary Student Handbook

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The library is open for independent student use during school hours.

Use of Hallways during Class Time

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

See campus principal for the areas open to students before school, beginning at 7:15 a.m.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

School-Sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for

Medina Valley ISD Elementary Student Handbook

example, reasonable suspicion or 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.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 54 and policy FNF(LEGAL) for more information.]

Trained Dogs

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

John Reynolds

Medina Valley ISD Elementary Student Handbook

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available to eligible students receiving special education services who meet certain criteria established by the state, as determined by the student's ARD committee.

STAAR Spanish is available to eligible students for whom the Spanish version of STAAR is the most appropriate measure of their academic progress.

Unsatisfactory performance on the STAAR Reading or Math test

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction to the student. A student who does not attend accelerated instruction may violate school attendance requirements.

In the case of a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will form an accelerated learning committee (ALC), including the student's parent, to develop an educational plan for accelerated instruction that will allow the student to perform at the appropriate grade level by the end of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

A parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Ask the district to consider assigning the student to a particular classroom teacher of the appropriate subject, if more than one classroom teacher is available.
- File a complaint or complaint about the content or implementation of the ALC education plan. See Complaints and concerns (all grade levels) and FNG(LOCAL).

Students in Foster Care

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Medina Valley ISD Elementary Student Handbook

Liz Madrigales
MVISD Foster Care Liaison
8449 FM 471 South
Castroville, TX 78009
maria.madrigales@mvisd.org
830-931-2243 ext. 1239

[See **A Student in the Conservatorship of the State (Foster Care)** on page 25.]

Student Speakers

The district provides students the opportunity to introduce the following school events: *[include here those events listed in FNA(LOCAL) at Introductory Speakers]*. 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).

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Liz Madrigales
MVISD Foster Care Liaison
8449 FM 471 South Castroville, TX 78009
maria.madrigales@mvisd.org 830-931-2243
ext. 1239

[See **A Student Who is Homeless** on page 26.]

Summer School

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school. [See EHBC]

See campus principal (See EIE local policy regarding retention).

Tardies

A student who is tardy more than 15 minutes to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

Medina Valley ISD Elementary Student Handbook

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Transportation at 830-931-2243.

Tobie Kennedy
Director of Transportation
8449 FM 471 South Castroville, TX 78009
tobie.kennedy@mvisd.org
830-931-2243 ext. 4509

Medina Valley ISD Elementary Student Handbook

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

General Safety Rules

- Obey all instructions from the driver and the monitor. At no time is it acceptable to refuse to cooperate with the driver and monitor, act physically or verbally aggressive, or to be disrespectful in any way.
- Board and exit the bus at your designated stop ONLY
- Students will ONLY ride their assigned bus determined by their physical address.
- It is the parent's responsibility to provide transportation if their student misses the bus.

Procedures for waiting for the bus:

- Be at your designated stop at least 5 minutes before the scheduled pick up time. Drivers cannot wait or honk. Stand on the sidewalk or back from the roadway while waiting at the stop.
- When the bus approaches, wait for the bus to come to a complete stop. Do not run toward the bus. Stand clear from the door until it opens before attempting to board.
- If your student is late to the bus stop, the driver cannot wait for them. Deliberately holding up a school bus is unacceptable. Parents should have a backup plan in place in the event their child misses the bus.

Medina Valley ISD Elementary Student Handbook

Loading the bus

- Do not push or shove
- Wait until the door opens before approaching the bus.
- Use handrails and steps.
- Go directly to your assigned seats. The driver will not move the bus until all students are seated.
- It is a state law for our buses to have seating charts established. Drivers and monitors will assign seats to students.
- Students will keep their hands and feet in front of them and clear from the aisles. They will not put any part of their body outside the windows.

Conduct on the bus

- Remain seated at all times
- Do not change seats without permission from the driver and monitor.
- Students will not refuse their assigned seats nor will they deny another student a place to sit.
- Loud noises may distract the driver and create unsafe driving conditions. Yelling, screaming and loud music is not permitted.
- Scuffling, fighting and the use of obscene, vulgar or profane language and gestures, including gang signs on or near the bus are strictly prohibited.
- Do not throw objects inside or out of the bus. NO littering.
- Students will not tamper with the emergency doors, emergency windows or any emergency equipment. These are only used during a supervised drill or actual emergency.
- Students will not intentionally shove, push or physically harm another student or staff member.
- Students will not engage in bullying, sexual harassment or harassment of any kind.
- In case of an emergency, remain calm. All riders will wait for instructions from the driver or monitor. Following instructions during this situation is extremely important and maintaining control of the bus is for the safety of every student.

Getting off the bus:

- Stay seated until the bus has reached a complete stop and the door has been opened.
- Wait your turn to exit the bus. Pushing or crowding will only slow things down and may cause an accident.
- Look both directions when crossing the road and never walk behind a bus.
- Stay clear and avoid the danger zones of the bus. Please visit MVISD.com to view school bus danger zones found on our Transportation page.

Medina Valley ISD Elementary Student Handbook

- If an item or belonging rolls near or under a bus, DO NOT ATTEMPT TO GO AFTER IT. Notify the driver or monitor.

Crossing the street after exiting the bus:

- Any student that needs to cross the road after exiting the bus must wait for the driver and monitor to make sure it is safe to cross.
- ALWAYS look in both directions and do not cross behind the bus.
- CAUTION: Be alert for vehicles that do not stop when the bus is loading or unloading. This is a San Antonio city ordinance and violators will receive citations.

Accidents and Emergencies:

- Follow all instructions from the driver and monitor.
- If you leave the bus, stay within the group.
- When exiting the bus, stay in a single line and wait for your turn. If you are hurt or injured, notify the driver and monitor immediately.

Prohibited items: The following items are NEVER allowed on a school bus:

- All tobacco products including vapor products of any kind.
- Food or gum (eating is not allowed on the bus). Water is allowed.
- Alcoholic beverages, controlled dangerous substances, illegal narcotics or chemicals
- Glass containers.
- Weapons of any kind to include knives, guns, explosives, anything that can start a fire (lighters/matches)
- Live animals or insects
- Laser pens or pointers

The following infractions are grounds for immediate and/or permanent removal:

- Refusal to wear seat belts. [Texas Law Regarding Seat Belts & Safety](#)
- Conduct that is considered assault or terroristic threat.
- Selling, distributing or possessing controlled dangerous substances, marijuana, or alcohol.
- Being under the influence of controlled dangerous substances, marijuana or alcohol.
- Profanity or gestures directed toward the driver, monitor or students.
- Damaging the bus: breaking any equipment, doors or windows, ripping seats, graffiti, etc.). Damages will be paid for by the offender.
- Fighting while on the bus or bus stops.
- Possessing any unsafe materials such as weapons.
- Possessing inappropriate or pornographic material.

Medina Valley ISD Elementary Student Handbook

- Engaging in inappropriate or lewd behavior.

Discipline:

The school bus is an extension of the classroom. The driver and monitor will observe and report any unacceptable behavior and the appropriate campus administrator will administer the discipline. All school board policies that apply to student conduct and campus codes of conduct will also apply to the school bus. If there is serious misconduct that endangers the safety of the driver, monitor, or students and warrants immediate removal of the student from the bus, the student will be removed by any campus administrator or police law enforcement. Campus administrators and parents will be notified.

****If a student is removed or suspended from the bus, it is the parent's responsibility to provide transportation to and from school****

Consequences for Bus Rule Violations:

- 1st referral---Parent Contact/Conference
- 2nd referral---Parent Contact/Conference/Final Warning
- 3rd referral-- 3-day bus suspension
- 4th referral - 5-day bus suspension
- 5th referral—10-day bus suspension
- 6th referral---Removal for the remainder of the school year

Children will not be allowed to ride a bus other than the one to which they have been assigned. THERE ARE NO "ONE DAY" PASSES! If a student needs to request a permanent change to ride a different route in the morning or afternoon from his/her assigned route, a form is available at the transportation office.

Vandalism

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or John Reynolds who the district has designated to coordinate the implementation of and compliance with this law.

Medina Valley ISD Elementary Student Handbook

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 14.]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 14.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

Medina Valley ISD Elementary Student Handbook

If you are interested in volunteering, please contact:

Jason Migura
Director Human Resources
8449 FM 471 South
Castroville TX 78009
jason.migura@mvisd.org
830-931-2243

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Withdrawing from School

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Medina Valley ISD Elementary Student Handbook

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

Medina Valley ISD Elementary Student Handbook

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

Medina Valley ISD Elementary Student Handbook

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

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Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://policyonline.tasb.org/Policy/Code/883?filter=FFI>. Below is the text of Medina Valley ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/19/2017

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 or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

Medina Valley ISD Elementary Student Handbook

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. **Investigation of Report**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

Medina Valley ISD Elementary Student Handbook

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Medina Valley Independent School District

Regular School Board Meeting

Board Minutes

Monday, June 20, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

A **Regular Meeting** of the Board of Trustees was held Monday, June 20, 2022, beginning at 6:30 PM at the Medina Valley ISD Central Office Board Room.

I. First Order of Business

A Establish a Quorum

Mario De Leon, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:30 pm. A quorum of the Board Members were present, Jennilea Campbell, Shannon Beasley, Paula Davidson, Mario De Leon, Veronica Cavazos, Matt Castiglione, and Beth Zinsmeyer.

B Pledge of Allegiance to the Flag followed by a moment of silence

Everyone joined in the Pledge of Allegiance to the Flag followed by a moment of silence.

II. Announcements/Communications/Presentations

A Summer School Report

Natalie Benke presented a Summer School Report to the Board.

B Financial Briefing

Mr. Zamora presented the monthly Financial Briefing.

C Superintendent Briefing

Dr. Rohrbach presented his monthly Superintendent Briefing.

III. Public Comment

Hank Seay, Topic: Superintendent

Rick Lair, Topic: Terry Beck

Tiffany Norman, Topic: Debra Keller

Wayne Rodgers, Topic: Future Bond Committee

Georgia Neuman, Topic: Thank you

Terry Beck, Topic: General

Greg Biediger, Topic: Board Issues

Julie Center, Topic: Thank you

Shelly Guinn, Topic: Thank you

Francisco Alamos, Topic: General

Dwight McHazlett, Topic: General

Medina Valley Independent School District
Regular School Board Meeting

Board Minutes

Monday, June 20, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

IV. Discussion and Possible Action Items

A Consent Agenda Items

- 1 Minutes of Regular Board Meeting May 16, 2022, and Special Board Meetings on May 17 and 27, 2022, and June 9 and 15, 2022.
- 2 Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of \$50,000
 - a Intech Southwest
 - b BorderLAN Security

Jennilea Campbell made a Motion, seconded by Veronica Cavazos, to approve the consent agenda items as presented. All Board Members voted for and the Motion passed.

B Discuss, Consider and Possible Action on Reorganization of the Board Officer Positions. (Paula Davidson)

Paula Davidson made a Motion, seconded by Matt Castiglione, to reorganize the Board. Paula Davidson and Matt Castiglione voted for, Beth Zinsmeyer, Shannon Beasley, Mario De Leon, and Jennilea Campbell voted against, Veronica Cavazos abstained. The Motion failed.

C Consider District Strategic Plan

Matt Castiglione made a Motion, seconded by Shannon Beasley, to adopt the District Strategic Plan as presented. All of the Board Members voted for and the Motion passed.

D Consider License Agreement with City of Castroville

Mario De Leon made a Motion, seconded by Veronica Cavazos, to approve the License Agreement with the City of Castroville as presented. All of the Board Members voted for and the Motion passed.

E Consider Real Estate Broker Services Agreement

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to approve the Real Estate Broker Services Agreement as presented. Beth Zinsmeyer, Jennilea Campbell, and Shannon Beasley voted for, Veronica Cavazos, Matt Castiglione, Mario De Leon, and Paula Davidson voted against and the Motion failed.

Medina Valley Independent School District
Regular School Board Meeting

Board Minutes

Monday, June 20, 2022, 6:30 PM
Medina Valley ISD Central Office Board Room

F Discuss Potential Bond Election

Discussion Item, no action needed.

G Budget Amendment

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to approve the budget amendment as presented. All Board Members voted for and the Motion passed.

V. **Closed Session**

The Board President, Beth Zinsmeyer announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in:

- TX Govt. Code Section 551.074 Personnel Matters
- TX Govt. Code 551.072 Deliberation Regarding Real Property
- TX Govt. Code 551.071 Consultation with the District's Legal Counsel
- TX Govt. Code 551.0821

That the Board of Trustees would convene into a closed meeting at 8:36 pm. All voting or action will take place when the Board and Superintendent reconvene in the open meeting.

- A Consultation with the District's Legal Counsel Regarding Personnel Matters (Tx. Govt. Code Section 551.071)
- B Personnel Matters (Tx. Govt. Code Section 551.074)
- C TX. Govt. Code Section 551.074, the Board will Consider Relieving Dr. Rohrbach of His Duties of Superintendent Immediately. (Paula Davidson)
- D Presentation and Discussion with Paul Holzhaus in Regards to Interim Superintendent Position. (Paula Davidson)
- E Deliberation Regarding Real Property (TX Govt. Code Section 551.072)
- F Consultation with the District's Legal Counsel Regarding Pending Grievances (TX. Govt. Code Section 551.071)
- G TX Govt. Code Section 551.074 and 551.0821, The Board will consider the Level III grievance of Jeremy and Angkhana Rash against school district employees
- H TX Govt. Code Section 551.074 and 551.0821, The Board will consider the Level III grievance of Sarah Sargent against school district employees
- I Pursuant to Texas Government Code Section 551.071, the Board will Consult with Its Legal Counsel Regarding a Proposed Release, Compromise, and Settlement Agreement with a Term Contract Employee.
- J Pursuant to Texas Government Code Section 551.074, the Board will Discuss a Proposed Resignation Agreement with a Term Contract Employee.

Medina Valley Independent School District

Regular School Board Meeting

Board Minutes

Monday, June 20, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session at 10:20 pm.

VI. Continued Discussion and Possible Action Items

- A Consider and take possible action regarding the Level III grievance of Jeremy and Angkhana Rash

Paula Davidson made a Motion, seconded by Veronica Cavazos, to reverse the Administrators decision to dismiss the grievance based on timeliness and allow the grievance to be heard by administration. Paula Davidson, Matt Castiglione, and Veronica Cavazos voted for, Shannon Beasley, Beth Zinsmeyer, Jennilea Campbell, and Mario De Leon voted against and the Motion failed.

Board President, Beth Zinsmeyer announced that at 10:21 pm the Board would convene back into closed session in accordance with the Texas Open Meetings Act, under the exceptions noted in:

- TX Govt. Code Section 551.074 Personnel Matters
- TX Govt. Code 551.072 Deliberation Regarding Real Property
- TX Govt. Code 551.071 Consultation with the District's Legal Counsel
- TX Govt. Code 551.0821

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session at 11:30 pm.

- B Consider and take possible action regarding the Level III grievance of Sarah Sargent

Paula Davidson made a Motion, seconded by Veronica Cavazos, to grant in part and deny in part, granting an independent investigation into Lee Crisp and denying an investigation into Kenneth Rohrbach. Paula Davidson, Matt Castiglione, Jennilea Campbell, and Veronica Cavazos voted for, Shannon Beasley and Beth Zinsmeyer voted against and Mario De Leon abstained. The Motion passed.

- C Consider and Take Possible Action Regarding Proposed Release, Compromise, and Settlement Agreement with Term Contract Employee. No Action was taken.
- D Discuss, Consider, and Possible Action on Relieving Dr. Rohrbach of His Duties of Superintendent Immediately (Amicably and With All Benefits and Pay Until the End of His Contract). (Paula Davidson). No Action was taken.
- E Discuss, Consider and Take Appropriate Action to Hire Paul Holzhaus as Interim Superintendent Immediately. (Paula Davidson). No Action was taken.

Medina Valley Independent School District
Regular School Board Meeting

Board Minutes

Monday, June 20, 2022, 6:30 PM
Medina Valley ISD Central Office Board Room

F Consider professional contract recommendations

Matt Castiglione made a Motion, seconded by Paula Davidson, to approve the contract recommendations by the Superintendent for professional contracts as presented. All of the Board Members voted for and the Motion passed.

Congratulations to the following Medina Valley new hires:

Krystal Peterson- Luckey Ranch, Teacher
Cordelia Gonzales- Luckey Ranch, Admin Intern
Megan Warnock- Luckey Ranch, Teacher
Toni Gregory- MV High School, Teacher
Reed Trosper, Curriculum and Instruction, Instructional Materials and
Assessment Coordinator
Ariana Mendez- Loma Alta Middle School, Teacher
Sara Cooper- MV Middle School, Teacher
Orlanda De Los Santos- Special Education, SLP/LSSP Coordinator

G Consideration of future meeting dates

The next regularly scheduled Board Meeting is July 18, 2022 at 6:30 pm.

VII. Adjournment

Veronica Cavazos made a Motion, seconded by Paula Davidson, to adjourn the Regular Board Meeting at 11:34 pm on June 20, 2022. All of the Board Members voted for and Motion passed

Beth Zinsmeyer, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

Medina Valley Independent School District
Special School Board Meeting

Board Minutes

Thursday, June 30, 2022, 7:30 AM
Medina Valley ISD Central Office Board Room

A **Special Meeting** of the Board of Trustees was held Thursday, June 30, 2022, beginning at 7:30 am at the Medina Valley ISD Central Office Board Room.

I. First Order of Business

A Establish a Quorum

Beth Zinsmeyer, Board President, called the Medina Valley ISD Special Board Meeting to order at 7:30 am. A quorum of the Board Members were present, Shannon Beasley, Jennilea Campbell, Matt Castiglione, Mario De Leon, and Beth Zinsmeyer. Veronica Cavazos and Paula Davidson were absent.

II. Public Comment - none

III. Closed Session

Board President, Beth Zinsmeyer announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, that the Board of Trustees would convene into closed session at 7:31 am.

A Personnel Matters (TX Govt. Code Section 551.074)

The Board is reconvening into Open Session at 7:57 am.

IV. Discussion and Possible Action Items

A Consider professional contract recommendations

Mario De Leon made a motion, seconded by Paula Davidson, to approve the professional contract renewal recommendations as presented. All Board Members voted for and the Motion passed.

Congratulations to the following Medina Valley ISD new hires:

- Bonnie Garza
- Brooks McMahan
- Cassidy Wyrick
- Amalia Castaneda
- Jose De Los Santos
- Tamara Hawkingberry
- Ashlee Rodriguez
- Diana Isasmende
- Laura-Ann Saenz
- Maranda Saenz

**Medina Valley Independent School District
Special School Board Meeting**

Board Minutes

Thursday, June 30, 2022, 7:30 AM
Medina Valley ISD Central Office Board Room

- Rashad Coleman
- Ernest Williams
- Georgia Monroe
- Desilva Singleton
- Lynn Guterrez
- Michael Bombek
- Brandi Pace
- Heidi Kay
- Ginavie Meyer
- Kenna Dorman
- Guadalupe Silva
- Melissa Galvan

V. Adjournment

Shannon Beasley made a motion, seconded by Mario De Leon, to adjourn the Special Board Meeting at 7:59 am on June 30, 2022. All Board Members voted for and the motion passed.

Beth Zinsmeyer, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

Medina Valley Independent School District
Special School Board Meeting

Board Minutes

Wednesday, July 6, 2022, 7:30 AM
Medina Valley ISD Central Office Board Room

A **Special Board Meeting** of the Board of Trustees was held Wednesday, July 6, 2022, beginning at 7:30 am at the Medina Valley ISD Central Office Board Room.

I. First Order of Business

A Establish a Quorum

Beth Zinsmeyer, Board President, called the Medina Valley ISD Special Board Meeting to order at 7:30 am. A quorum of the Board Members were present, Shannon Beasley, Jennilea Campbell, Paula Davidson, Mario De Leon, and Beth Zinsmeyer. Veronica Cavazos and Matt Castiglione were absent.

II. Public Comment

Hank Seay, Topic: Superintendent

III. Discussion and Possible Action Items

IV. Closed Session

Board President, Beth Zinsmeyer announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, and TX Govt. Code Section 551.071 and 551.129 Consultation with Attorney, that the Board of Trustees would convene into closed session at 7:38 am.

A Consultation with Attorney (TX Govt. Code Section 551.071 and 551.129)

- Consultation with legal counsel regarding issues related to employment and contract of the new superintendent

B Personnel Matters (TX Govt. Code Section 551.074)

- Consultation with legal counsel regarding issues related to employment and contract of the new superintendent
- consider professional contracts

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session at 8:06 am.

V. Continued Discussion and Possible Action Items

A Consider hiring the new Superintendent and approving the Superintendent contract

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to hire Scott Caloss as the Superintendent of Schools and approve the terms of the superintendent contract as discussed in closed meeting. All of the Board Members voted for and the Motion passed.

Medina Valley Independent School District
Special School Board Meeting

Board Minutes

Wednesday, July 6, 2022, 7:30 AM
Medina Valley ISD Central Office Board Room

B Consider professional contract recommendations

Mario De Leon made a motion, seconded by Paula Davidson, to approve the professional contract renewal recommendations as presented. All Board Members voted for and the Motion passed.

Congratulations to the following Medina Valley ISD new hires:

- Krista DeCock
- Melissa Stokes
- Rebecca Holler
- Raymond Sifuentes
- Diandra Gentry
- Greg Michalak
- Steven Bunin
- Abigail Palacios
- Rebecca Woods

VI. Adjournment

Shannon Beasley made a motion, seconded by Mario De Leon, to adjourn the Special Board Meeting at 8:08 am on July 6, 2022. All Board Members voted for and the motion passed.

Beth Zinsmeyer, Board President

Jennilea Campbell, Board Secretary

Board Approved _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donation

(\$501 and above including items valued at \$501 and above)

School/Department: Medina Valley Athletics - HS

Donor: MV Athletic Booster Club

Address: PO Box 806
Castroville TX 78009

Donor Contact Name: Amber Buland - President

Donor Contact Phone: _____

Revenue Account for the deposit: 865 E-36-6399-00-001-0-99-7 Activity Accts.

Description of item/s donated:

Athletic programs: \$1400 Tennis / \$1500 Track / \$8,046.50 G. Bbm
G. Soccer \$1400 / PL \$1284 / B. Soccer 580.00 / XC 2310
B. Bbm \$850 / Softball \$1332.79
Total = \$18703.29

Current Directions (September 2021):

Please send the check/cash donation, \$501 or more, with completed donation request form to the Superintendent's office when you receive it. We will handle the deposit and notify you after the approval is received and deposit is made.

Items valued at \$501 or more, please send the completed donation request form, please do not send the items.

Medina Valley ISD Board Action Required

Approved or Disapproved Date: _____



Request for Board Acceptance of Donations over \$500

School/Department Receiving Donation: MVHS / Math

Donor: AFCEA Educational Foundation

Address: 206-N. West Dr.
Leander, TX 78641
866-445-9114

Contact Name: _____

Contact email: _____

Donation Description: Scholarship For Travis Brown
deposit: 199 E 6399 00 001 011 602

mittance Info: Scholarship Recipient - Travis Brown
 AFCEA Educational Foundation - Alamo Chapter
 206 N. West Dr.
 Leander, TX 78641
 366-445-9114

SILICON VALLEY BANK
 Verify: 888-237-9615
 90-4039/1211

0062106094

4/15/2022

Y TO THE DER OF Medina Valley High School

\$ 1000.00

Thousand and 00/100

DOLLARS

0003628 01 SP 0.530 **SNGLP T 5075 78009 -C07-P03631-I

VOID AFTER 90 DAYS



Medina Valley High School
 8449 FARM TO MARKET ROAD 471 SOUTH
 CASTROVILLE, TX 78009

John Rottz

⑈0062106094⑈ ⑆121140399⑆ 3301587849⑈

Medina Valley ISD Board Action:

Approved or Disapproved Date: _____

Request for Board Acceptance of Donations over \$500

School/Department Receiving Donation: Cheer / MVHS

Donor: MV Cheer Booster Club

Address: PO Box 1302 Contact Name: _____

Castroville, TX 78009 Contact email: _____

Donation Description: Donation to Cheer Program to cover cost of charter bus to cheer camp

deposit: 865 E. 36 6399 00 001 099 704

MEDINA VALLEY CHEER BOOSTER CLUB P.O. BOX 1302 CASTROVILLE, TX 78009-2000		116 88-2193/1140 120
DATE <u>3 May 22</u>		
PAY TO THE ORDER OF <u>MVHS</u>	\$ <u>2,200.00</u>	
<u>two thousand & two hundred</u>	<u>00</u> <u>100</u>	DOLLARS 
 BROADWAY BANK (800) 531-7650 • broadway.bank		
FOR <u>MV Cheer Program</u>		
⑆114021933⑆ ⑈4100109926⑈ 0116		

Medina Valley ISD Board Action:

Approved or Disapproved Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donation
(\$501 and above including items valued at \$501 and above)

School/Department: MV HS Cheer

Donor: MV Cheer Booster Club

Address: PO Box 1302
Castroville TX. 78009

Donor Contact Name: Jennifer Furlough

Donor Contact Phone: _____

Revenue Account for the deposit: 865 R 00 5755 00 001 0 00 504

Description of item/s donated:
Money to benefit HS cheer program

MEDINA VALLEY CHEER BOOSTER CLUB P.O. BOX 1302 CASTROVILLE, TX 78009-2000		121 88-2193/1140 120
DATE <u>7-13-2009</u>		CHECK ARMOR
PAY TO THE ORDER OF <u>Medina Valley High School</u>	\$ <u>1,000.00</u>	Photo Safe Deposits Only on back
<u>one thousand & no/100</u> DOLLARS		
BROADWAY BANK (800) 531-7650 • broadway.bank		
FOR <u>MV Cheer Program</u>	<u>Jennifer Furlough</u>	
⑆ 114021933⑆ ⑈ 4100109926⑈ 0121		

Medina Valley ISD Board Action Required

Approved or Disapproved Date: _____

Medina Valley Independent School District

Agenda Item Memorandum

Summary of Purchases over \$50,000

School Therapy Services – Contracted occupational therapy services for special education students. (Region 20 Purchasing Cooperative) (\$60,000)

School Therapy Services – Contracted physical therapy services for special education students. (Region 20 Purchasing Cooperative) (\$55,000)

TX-Star Speech-Language Service, Corp. – Contracted speech therapy services for special education students. (Region 20 Purchasing Cooperative) (\$98,000)

IncidentIQ – A three-year agreement for a work order system to be utilized by both Maintenance and Technology departments. (TIPS Cooperative) (Year One \$35,098.27, Year Two \$36,151.22, and Year Three \$37,235.75)

Region 20 Commitments - Service agreements with Region 20 for various departments. (\$122,655.10)

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

STATE OF TEXAS §
 §
COUNTY OF MEDINA §

AGREEMENT FOR INDEPENDENT CONTRACTOR SERVICES FOR MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

This Agreement is entered into September 1, 2022 between Medina Valley Independent School District, 8449 FM 471 South, Castroville, Medina County, Texas 78009-5309 (hereinafter referred to as "District") and School Therapy Services, 144 Lake View Dr. Boerne, TX, 78006 (hereinafter referred to as "Independent Contractor").

1. ***Engagement of Independent Contractor.*** District agrees to engage Independent Contractor, on a non-exclusive basis, to perform and provide specific services to the District and Independent Contractor agrees to perform, on a non-exclusive basis, these services under the terms and conditions set forth in this Agreement. The District shall retain the sole and exclusive right to determine the amount, extent and level of services required from the Independent Contractor and the District is under no obligation or duty to purchase any quota or minimum number of hours of services under this Agreement. The specific services to be provided by Independent Contractor are more fully described in "Exhibit A," which is attached hereto and fully incorporated herein for all purposes.

2. ***Duties of Independent Contractor.*** Independent Contractor represents and warrants that it is fully qualified and licensed to perform any and all services agreed to be provided under this Agreement. All terms of this Agreement applicable to Independent Contractor shall also apply to and be binding upon any subcontractor, agent and employee of Independent Contractor.

3. ***Term of Agreement.*** Engagement of Independent Contractor will commence on September 1, 2022 or upon execution of this Agreement by both parties, whichever is the latest to occur, and the Agreement will remain in full force and effect until August 31, 2023 at which time the Agreement shall terminate on its own accord. Neither party shall be obligated to renew or extend the term of the Agreement, but may do so solely at the discretion and upon the written agreement of both parties. Either party may terminate this Agreement, with or without cause, upon thirty (30) days written notification to the other party. In the event of such early termination, District shall be obligated to make payment only for those services properly provided by Independent Contractor to the date of termination.

4. ***Compensation.*** As compensation for services performed under this Agreement, District shall pay Independent Contractor at a rate equal to \$73 per hour for a Licensed

Occupational Therapist and \$58 per hour for a Licensed Occupational Therapist Assistant, not to exceed \$60,000.00 per contract period. This hourly rate is an all inclusive rate. There will be no reimbursement for travel or any other costs associated with providing services under this Agreement. All invoices for services rendered shall be submitted by Independent Contractor by the fifth business day of each month for services performed the previous month. Invoices shall have detail sufficient for the District's analysis of the invoice entries. All payments shall be made in accordance with the Texas Prompt Payment Act.

5. ***Relationship of the Parties.*** The parties intend that Independent Contractor, in performing the specific services, will act as an independent contractor and must have primary control of the work and services performed and the manner in which they are performed. Independent Contractor shall be free to contract for similar services to be performed for other entities while Independent Contractor is under contract with District. Independent Contractor shall not be considered an agent or employee of District. As an independent contractor, Independent Contractor shall not be entitled to participate in and District shall not be obligated to provide any compensation, insurance, healthcare, pension, retirement, bonus, stock, or similar benefit plans District provides for its employees. The District and Independent Contractor agree that Independent Contractor is not covered under any District insurance policy, including but not limited to the District's liability, property and casualty, or workers' insurance policies. Independent Contractor shall have no authority to bind or obligate the District in any manner whatsoever, other than agreed to by the District in writing.

6. ***Liability.*** Independent Contractor must take all precautions necessary for the safety of and prevention of damage to District property and for the safety of and prevention of injury to persons, including District employees and students, Independent Contractor and its agents and employees, and third persons, on District property. All work to be performed by Independent Contractor shall be performed entirely at Independent Contractor's risk.

7. ***Confidentiality of Educational Records.*** Independent Contractor shall not disclose education records concerning students enrolled in the District to a third party, without the prior written consent of the parent or adult student, or pursuant to 34 C.F.R. Sections 99.31 & 99.32. To the extent personally identifiable information or student records are accessed by Independent Contractor pursuant to the scope of this Agreement, Independent Contractor agrees to keep that information confidential. Independent Contractor agrees to refrain from copying, disseminating, or discussing the information or in any way compromising the confidentiality of such personally identifiable student information. Independent Contractor agrees to return all education records concerning students enrolled in the District and pertaining to these services performed under this Agreement upon termination of this Agreement or upon the request of the District.

8. ***Reasonable Access and Confidentiality.*** The District expressly authorizes Independent Contractor, and any of its representatives, to the extent provided by law and upon reasonable notice and by appointment, to enter upon District premises at any time during normal business hours to perform the Services subject to this Agreement. Independent Contractor understands and agrees that whenever he or she is on District premises, Independent Contractor may be escorted by and under the surveillance of District employees. Independent Contractor shall sign the attached Confidential Student Information Agreement and each employee, agent, representative, and/or contractor of the Independent Contractor shall sign the Access Agreement,

both of which are fully incorporated herein for all purposes and attached hereto as Attachment "B".

9. ***District Policies.*** Independent Contractor agrees to comply with all District rules, regulations, and policies while on District property, attending District related or District sponsored events, and while performing services under this Agreement.

10. ***Criminal Background Check.*** Texas Education Code Chapter 22 requires entities/individuals that contract with school districts to provide services to obtain criminal history and/or fingerprinting record information regarding covered employees. Independent contractors must certify with the District that they have complied. Covered employees with disqualifying criminal histories are prohibited from serving at the District. Independent Contractor agrees to submit to a national criminal history review on him/herself and for each person Independent Contractor directs to perform the services to the District as set forth in this Agreement and to provide any and all information necessary to secure the national criminal history review, including fingerprints and photographs, if required. Independent Contractor agrees to wear a name tag at all times when present on any property owned or controlled by the District and while performing services under this Agreement.

11. ***Insurance.*** At a minimum, insurance coverage described below shall be furnished by the Independent Contractor: \$1,000,000.00 comprehensive personal liability policy on Independent Contractor. The policy shall name District as an additional insured. Proof of said insurance shall be submitted to District prior to commencement of this Agreement.

12. **INDEMNITY.** DISTRICT SHALL NOT BE LIABLE OR RESPONSIBLE FOR, AND SHALL BE SAVED AND HELD HARMLESS BY INDEPENDENT CONTRACTOR FROM AND AGAINST ANY AND ALL SUITS, ACTIONS, LOSSES, DAMAGES, CLAIMS, OR LIABILITY OF ANY CHARACTER, TYPE, OR DESCRIPTION, INCLUDING ALL EXPENSES OF LITIGATION, COURT COSTS, AND ATTORNEY'S FEES FOR INJURY OR DEATH TO ANY PERSON, OR INJURY TO ANY PROPERTY, RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY; ARISING OUT OF, OR OCCASIONED BY, DIRECTLY OR INDIRECTLY, THE PERFORMANCE OF INDEPENDENT CONTRACTOR UNDER THIS AGREEMENT, INCLUDING CLAIMS AND DAMAGES ARISING IN WHOLE OR IN PART FROM THE NEGLIGENCE OF DISTRICT. IT IS THE EXPRESSED INTENT OF THE PARTIES TO THIS AGREEMENT THAT THE INDEMNITY PROVIDED FOR IN THIS SECTION IS AN INDEMNITY EXTENDED BY INDEPENDENT CONTRACTOR TO INDEMNIFY AND PROTECT DISTRICT FROM THE CONSEQUENCES OF DISTRICT'S OWN NEGLIGENCE, WHETHER THAT NEGLIGENCE IS THE SOLE OR CONTRIBUTORY CAUSE OF THE RESULTANT INJURY, DEATH, OR DAMAGE. INDEPENDENT CONTRACTOR FURTHER AGREES TO DEFEND, AT ITS OWN EXPENSE, AND ON BEHALF OF DISTRICT AND IN THE NAME OF DISTRICT, ANY CLAIM OR LITIGATION BROUGHT IN CONNECTION WITH ANY SUCH INJURY, DEATH, OR DAMAGE.

13. ***Documents.*** Independent Contractor shall maintain all books, records or other documents relating to this Agreement required by District policy and/or state or federal law. The

District or its designee shall have access to such books, records or other documents for purposes of making audits, examinations, excerpts and transcripts.

14. ***No Waiver of Immunity.*** No party hereto waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

15. ***No Third Party Beneficiaries.*** There are no third-party beneficiaries of this Agreement.

16. ***Terms to be Exclusive.*** The entire agreement between the parties with respect to the subject matter under this Agreement is contained in this Agreement. Except as expressly provided to the contrary, the provisions of this Agreement are for the benefit of the parties solely and not for the benefit of any other person, persons or legal entities.

17. ***Waiver or Modification Ineffective Unless in Writing.*** A waiver, alteration or modifications of any of the provisions of this Agreement will not be binding unless in writing and signed by authorized representatives of the parties to this Agreement.

18. ***Notice.*** Any notice required by or permitted under this Agreement must be made in writing. Any notice required by this Agreement will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address shown in this Agreement. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission or other commercially reasonable means and will be effective when actually received. Any address for notice may be changed by written notice delivered as provided herein.

19. ***Governing Law.*** This Agreement is made according to the laws of the state of Texas. The parties expressly agree that this Agreement is governed by and will be construed and enforced in accordance with Texas law. Venue for any dispute shall be in the courts of Medina County. Medina County is the County of Performance.

20. ***Assignment.*** This Agreement may not be assigned by either party without the prior written consent of the other party.

The parties have made and executed this Agreement on the dates stated below.

For: School Therapy Services

Date: _____

By: _____

Printed Name: Lisa Scarpa

Title: _____

For: MEDINA VALLEY
INDEPENDENT SCHOOL DISTRICT

Date: _____

By: _____

Printed Name: Juan Zamora
Title: Assistant Superintendent

For: MEDINA VALLEY
INDEPENDENT SCHOOL DISTRICT

Attachment "A"
Services to be performed by Independent Contractor

1. The District and Contractor agree that for the purpose of this contract, the Contractor performs the following services:
 - a. Provide Occupational Therapy assessments for those students for whom such is requested.
 - b. Direct Occupational therapy services to special education students for whom the ARD committee determines as requiring services.
 - c. Consultative Occupational therapy services to special education students for whom the ARD committee determines as requiring services.
 - d. Development of collaborative annual goals and objectives.
 - e. Written progress data relevant to the IEP and consistent with the district standards.
 - f. Meetings with the parents as determined by the ARD committee.
 - g. Conduct staff development as requested by the district.
 - h. Occupational therapy via a progressive model which is flexible and provides the most support at the onset of therapy for both the student and teacher and which gradually reduces direct services, as appropriate and on an individual basis, while maintaining consultation to the teacher and adequate student progress.
2. Contracted Individual will
 - a. Sign in and out of the campus upon arrive and departure.
 - b. Inform district contact of planned work days on a weekly basis.
 - c. Maintain a log of hours indicating:
 - i. Activities billed for;
 - ii. Students associated with the activity.

Attachment "B"
Confidential Student Information Agreement

On behalf of Independent Contractor, I am requesting access to individual student information to provide services for Medina Valley Independent School District ("the District" or "Medina Valley ISD"), pursuant to the Agreement for Independent Contractor Services ("Agreement"). For purposes of the services to be performed for the District, the Independent Contractor is a "school official" as the term is used in FL (Local). Therefore, the Independent Contractor has a legitimate educational interest in the student information provided for the use in the Services defined. As such, the Independent Contractor's access to individual student information is permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing federal regulations found in 34 CFR Part 99.

The Independent Contractor agrees and understands that information concerning any individual student is to be held in strictest confidence and assures that procedures are in place for monitoring and protecting confidentiality of student information. All media that contain individual student records that contain individual student records will be kept in a secure area. Each Independent Contractor representative (employees and/or contractors) that will access the individual student records must agree to protect student confidentiality by signing the attached "Access Agreement."

In addition, the Independent Contractor agrees that any data sets or output reports that its representatives may generate with individual student data are confidential. The Independent Contractor will not disclose to any unauthorized person any data sets or reports with individual student data which is obtained or devised. The Independent Contractor agrees to be responsible for any access by tracking access to student identifiable information through the use of password(s). The Independent Contractor agrees to return all student identifiable data to the District when the information is no longer needed for purposes of the Services for which the Independent Contractor has contracted to perform for the District.

The Independent Contractor understands that any unauthorized disclosure of confidential student information is illegal as provided in FERPA and its implementing regulations. FERPA is specifically incorporated into the Texas Public Information Act as an exception to records which are subject to disclosures to the public (Texas Government Code, Chapter 552).

Independent Contractor:

Signed By: _____
Title: _____
Printed Name: Lisa Scarpa
Date: _____

ACCESS AGREEMENT

Under the terms of the Confidential Student Information Agreement between the Independent Contractor ("the Independent Contractor") and Medina Valley Independent School District ("the District" or "Medina Valley ISD"), I am requesting access to confidential student information.

I understand that any unauthorized disclosure of confidential student information is illegal as provided in the Family Educational Rights and Privacy Act of 1974 (FERPA) and in the implementing federal regulations found at 34 CFR, Part 99. I understand that any personal characteristics of a student that could make the student's identity traceable are protected.

In addition, I understand that any data sets or output reports that I may generate using confidential data are to be protected. I will not distribute to any unauthorized person any data sets or reports that I have access to or may generate using confidential data. I will not disclose any data analysis or report to any party without the consent of the District. I understand that I am responsible for any telephone or computer transactions performed as a result of access authorized by use of sign-on/password(s).

I also understand that failure to observe these restrictions is prohibited by Texas Government Code §552.352.

Independent Contractor:

Signed By: _____
Title: _____
Printed Name: Lisa Scarpa
Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

STATE OF TEXAS §
 §
COUNTY OF MEDINA §

AGREEMENT FOR INDEPENDENT CONTRACTOR SERVICES FOR MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

This Agreement is entered into September 1, 2022 between Medina Valley Independent School District, 8449 FM 471 South, Castroville, Medina County, Texas 78009-5309 (hereinafter referred to as "District") and School Therapy Services, 144 Lake View Dr. Boerne, TX, 78006 (hereinafter referred to as "Independent Contractor").

1. ***Engagement of Independent Contractor.*** District agrees to engage Independent Contractor, on a non-exclusive basis, to perform and provide specific services to the District and Independent Contractor agrees to perform, on a non-exclusive basis, these services under the terms and conditions set forth in this Agreement. The District shall retain the sole and exclusive right to determine the amount, extent and level of services required from the Independent Contractor and the District is under no obligation or duty to purchase any quota or minimum number of hours of services under this Agreement. The specific services to be provided by Independent Contractor are more fully described in "Exhibit A," which is attached hereto and fully incorporated herein for all purposes.

2. ***Duties of Independent Contractor.*** Independent Contractor represents and warrants that it is fully qualified and licensed to perform any and all services agreed to be provided under this Agreement. All terms of this Agreement applicable to Independent Contractor shall also apply to and be binding upon any subcontractor, agent and employee of Independent Contractor.

3. ***Term of Agreement.*** Engagement of Independent Contractor will commence on September 1, 2022 or upon execution of this Agreement by both parties, whichever is the latest to occur, and the Agreement will remain in full force and effect until August 31, 2023 at which time the Agreement shall terminate on its own accord. Neither party shall be obligated to renew or extend the term of the Agreement, but may do so solely at the discretion and upon the written agreement of both parties. Either party may terminate this Agreement, with or without cause, upon thirty (30) days written notification to the other party. In the event of such early termination, District shall be obligated to make payment only for those services properly provided by Independent Contractor to the date of termination.

4. ***Compensation.*** As compensation for services performed under this Agreement, District shall pay Independent Contractor at a rate equal to \$73 per hour for a Licensed Physical

Therapist and \$58 per hour for a Licensed Physical Therapist Assistant, not to exceed \$55,000.00 per contract period. This hourly rate is an all inclusive rate. There will be no reimbursement for travel or any other costs associated with providing services under this Agreement. All invoices for services rendered shall be submitted by Independent Contractor by the fifth business day of each month for services performed the previous month. Invoices shall have detail sufficient for the District's analysis of the invoice entries. All payments shall be made in accordance with the Texas Prompt Payment Act.

5. ***Relationship of the Parties.*** The parties intend that Independent Contractor, in performing the specific services, will act as an independent contractor and must have primary control of the work and services performed and the manner in which they are performed. Independent Contractor shall be free to contract for similar services to be performed for other entities while Independent Contractor is under contract with District. Independent Contractor shall not be considered an agent or employee of District. As an independent contractor, Independent Contractor shall not be entitled to participate in and District shall not be obligated to provide any compensation, insurance, healthcare, pension, retirement, bonus, stock, or similar benefit plans District provides for its employees. The District and Independent Contractor agree that Independent Contractor is not covered under any District insurance policy, including but not limited to the District's liability, property and casualty, or workers' insurance policies. Independent Contractor shall have no authority to bind or obligate the District in any manner whatsoever, other than agreed to by the District in writing.

6. ***Liability.*** Independent Contractor must take all precautions necessary for the safety of and prevention of damage to District property and for the safety of and prevention of injury to persons, including District employees and students, Independent Contractor and its agents and employees, and third persons, on District property. All work to be performed by Independent Contractor shall be performed entirely at Independent Contractor's risk.

7. ***Confidentiality of Educational Records.*** Independent Contractor shall not disclose education records concerning students enrolled in the District to a third party, without the prior written consent of the parent or adult student, or pursuant to 34 C.F.R. Sections 99.31 & 99.32. To the extent personally identifiable information or student records are accessed by Independent Contractor pursuant to the scope of this Agreement, Independent Contractor agrees to keep that information confidential. Independent Contractor agrees to refrain from copying, disseminating, or discussing the information or in any way compromising the confidentiality of such personally identifiable student information. Independent Contractor agrees to return all education records concerning students enrolled in the District and pertaining to these services performed under this Agreement upon termination of this Agreement or upon the request of the District.

8. ***Reasonable Access and Confidentiality.*** The District expressly authorizes Independent Contractor, and any of its representatives, to the extent provided by law and upon reasonable notice and by appointment, to enter upon District premises at any time during normal business hours to perform the Services subject to this Agreement. Independent Contractor understands and agrees that whenever he or she is on District premises, Independent Contractor may be escorted by and under the surveillance of District employees. Independent Contractor shall sign the attached Confidential Student Information Agreement and each employee, agent, representative, and/or contractor of the Independent Contractor shall sign the Access Agreement,

both of which are fully incorporated herein for all purposes and attached hereto as Attachment "B".

9. ***District Policies.*** Independent Contractor agrees to comply with all District rules, regulations, and policies while on District property, attending District related or District sponsored events, and while performing services under this Agreement.

10. ***Criminal Background Check.*** Texas Education Code Chapter 22 requires entities/individuals that contract with school districts to provide services to obtain criminal history and/or fingerprinting record information regarding covered employees. Independent contractors must certify with the District that they have complied. Covered employees with disqualifying criminal histories are prohibited from serving at the District. Independent Contractor agrees to submit to a national criminal history review on him/herself and for each person Independent Contractor directs to perform the services to the District as set forth in this Agreement and to provide any and all information necessary to secure the national criminal history review, including fingerprints and photographs, if required. Independent Contractor agrees to wear a name tag at all times when present on any property owned or controlled by the District and while performing services under this Agreement.

11. ***Insurance.*** At a minimum, insurance coverage described below shall be furnished by the Independent Contractor: \$1,000,000.00 comprehensive personal liability policy on Independent Contractor. The policy shall name District as an additional insured. Proof of said insurance shall be submitted to District prior to commencement of this Agreement.

12. **INDEMNITY.** DISTRICT SHALL NOT BE LIABLE OR RESPONSIBLE FOR, AND SHALL BE SAVED AND HELD HARMLESS BY INDEPENDENT CONTRACTOR FROM AND AGAINST ANY AND ALL SUITS, ACTIONS, LOSSES, DAMAGES, CLAIMS, OR LIABILITY OF ANY CHARACTER, TYPE, OR DESCRIPTION, INCLUDING ALL EXPENSES OF LITIGATION, COURT COSTS, AND ATTORNEY'S FEES FOR INJURY OR DEATH TO ANY PERSON, OR INJURY TO ANY PROPERTY, RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY; ARISING OUT OF, OR OCCASIONED BY, DIRECTLY OR INDIRECTLY, THE PERFORMANCE OF INDEPENDENT CONTRACTOR UNDER THIS AGREEMENT, INCLUDING CLAIMS AND DAMAGES ARISING IN WHOLE OR IN PART FROM THE NEGLIGENCE OF DISTRICT. IT IS THE EXPRESSED INTENT OF THE PARTIES TO THIS AGREEMENT THAT THE INDEMNITY PROVIDED FOR IN THIS SECTION IS AN INDEMNITY EXTENDED BY INDEPENDENT CONTRACTOR TO INDEMNIFY AND PROTECT DISTRICT FROM THE CONSEQUENCES OF DISTRICT'S OWN NEGLIGENCE, WHETHER THAT NEGLIGENCE IS THE SOLE OR CONTRIBUTORY CAUSE OF THE RESULTANT INJURY, DEATH, OR DAMAGE. INDEPENDENT CONTRACTOR FURTHER AGREES TO DEFEND, AT ITS OWN EXPENSE, AND ON BEHALF OF DISTRICT AND IN THE NAME OF DISTRICT, ANY CLAIM OR LITIGATION BROUGHT IN CONNECTION WITH ANY SUCH INJURY, DEATH, OR DAMAGE.

13. ***Documents.*** Independent Contractor shall maintain all books, records or other documents relating to this Agreement required by District policy and/or state or federal law. The

District or its designee shall have access to such books, records or other documents for purposes of making audits, examinations, excerpts and transcripts.

14. ***No Waiver of Immunity.*** No party hereto waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

15. ***No Third Party Beneficiaries.*** There are no third-party beneficiaries of this Agreement.

16. ***Terms to be Exclusive.*** The entire agreement between the parties with respect to the subject matter under this Agreement is contained in this Agreement. Except as expressly provided to the contrary, the provisions of this Agreement are for the benefit of the parties solely and not for the benefit of any other person, persons or legal entities.

17. ***Waiver or Modification Ineffective Unless in Writing.*** A waiver, alteration or modifications of any of the provisions of this Agreement will not be binding unless in writing and signed by authorized representatives of the parties to this Agreement.

18. ***Notice.*** Any notice required by or permitted under this Agreement must be made in writing. Any notice required by this Agreement will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address shown in this Agreement. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission or other commercially reasonable means and will be effective when actually received. Any address for notice may be changed by written notice delivered as provided herein.

19. ***Governing Law.*** This Agreement is made according to the laws of the state of Texas. The parties expressly agree that this Agreement is governed by and will be construed and enforced in accordance with Texas law. Venue for any dispute shall be in the courts of Medina County. Medina County is the County of Performance.

20. ***Assignment.*** This Agreement may not be assigned by either party without the prior written consent of the other party.

The parties have made and executed this Agreement on the dates stated below.

For: School Therapy Services

Date: _____

By: _____

Printed Name: Lisa Scarpa

Title: _____

For: MEDINA VALLEY
INDEPENDENT SCHOOL DISTRICT

Date: _____

By: _____

Printed Name: Juan Zamora
Title: Assistant Superintendent

For: MEDINA VALLEY
INDEPENDENT SCHOOL DISTRICT

Attachment "A"
Services to be performed by Independent Contractor

1. The District and Contractor agree that for the purpose of this contract, the Contractor performs the following services:
 - a. Provide Physical Therapy assessments for those students for whom such is requested.
 - b. Direct Physical Therapy services to special education students for whom the ARD committee determines as requiring services.
 - c. Consultative Physical Therapy services to special education students for whom the ARD committee determines as requiring services.
 - d. Development of collaborative annual goals and objectives.
 - e. Written progress data relevant to the IEP and consistent with the district standards.
 - f. Meetings with the parents as determined by the ARD committee.
 - g. Conduct staff development as requested by the district.
 - h. Physical therapy via a progressive model which is flexible and provides the most support at the onset of therapy for both the student and teacher and which gradually reduces direct services, as appropriate and on an individual basis, while maintaining consultation to the teacher and adequate student progress.
2. Contracted Individual will
 - a. Sign in and out of the campus upon arrive and departure.
 - b. Inform district contact of planned work days on a weekly basis.
 - c. Maintain a log of hours indicating:
 - i. Activities billed for;
 - ii. Students associated with the activity.

Attachment "B"
Confidential Student Information Agreement

On behalf of Independent Contractor, I am requesting access to individual student information to provide services for Medina Valley Independent School District ("the District" or "Medina Valley ISD"), pursuant to the Agreement for Independent Contractor Services ("Agreement"). For purposes of the services to be performed for the District, the Independent Contractor is a "school official" as the term is used in FL (Local). Therefore, the Independent Contractor has a legitimate educational interest in the student information provided for the use in the Services defined. As such, the Independent Contractor's access to individual student information is permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing federal regulations found in 34 CFR Part 99.

The Independent Contractor agrees and understands that information concerning any individual student is to be held in strictest confidence and assures that procedures are in place for monitoring and protecting confidentiality of student information. All media that contain individual student records that contain individual student records will be kept in a secure area. Each Independent Contractor representative (employees and/or contractors) that will access the individual student records must agree to protect student confidentiality by signing the attached "Access Agreement."

In addition, the Independent Contractor agrees that any data sets or output reports that its representatives may generate with individual student data are confidential. The Independent Contractor will not disclose to any unauthorized person any data sets or reports with individual student data which is obtained or devised. The Independent Contractor agrees to be responsible for any access by tracking access to student identifiable information through the use of password(s). The Independent Contractor agrees to return all student identifiable data to the District when the information is no longer needed for purposes of the Services for which the Independent Contractor has contracted to perform for the District.

The Independent Contractor understands that any unauthorized disclosure of confidential student information is illegal as provided in FERPA and its implementing regulations. FERPA is specifically incorporated into the Texas Public Information Act as an exception to records which are subject to disclosures to the public (Texas Government Code, Chapter 552).

Independent Contractor:

Signed By: _____
Title: _____
Printed Name: Lisa Scarpa
Date: _____

ACCESS AGREEMENT

Under the terms of the Confidential Student Information Agreement between the Independent Contractor ("the Independent Contractor") and Medina Valley Independent School District ("the District" or "Medina Valley ISD"), I am requesting access to confidential student information.

I understand that any unauthorized disclosure of confidential student information is illegal as provided in the Family Educational Rights and Privacy Act of 1974 (FERPA) and in the implementing federal regulations found at 34 CFR, Part 99. I understand that any personal characteristics of a student that could make the student's identity traceable are protected.

In addition, I understand that any data sets or output reports that I may generate using confidential data are to be protected. I will not distribute to any unauthorized person any data sets or reports that I have access to or may generate using confidential data. I will not disclose any data analysis or report to any party without the consent of the District. I understand that I am responsible for any telephone or computer transactions performed as a result of access authorized by use of sign-on/password(s).

I also understand that failure to observe these restrictions is prohibited by Texas Government Code §552.352.

Independent Contractor:

Signed By: _____
Title: _____
Printed Name: Lisa Scarpa
Date: _____



PROFESSIONAL SERVICES CONTRACT

1.1 MEDINA VALLEY ISD hereinafter referred to as the "District" and TX-STAR Speech-Language Services, Corp. enter into a contract on this 27th day of June, 2022 for the provision of contract services.

2.1 The District agrees to engage the TX-STAR Speech-Language Services, Corp. and TX-STAR Speech-Language Services, Corp. agrees to perform required services within the scope of their practice, in a manner satisfactory to the District.

3.1 Services will be provided from August 1, 2022 through July 30, 2023 not to exceed the amount of \$.98, 000.

4. 1 The District agrees to pay TX-STAR Speech-Language Services, Corp. net 30-days from the date of receipt of the invoice for services rendered. Please note, early payment (< 15-days) are eligible for 1% discount to be applied to the next month's invoice. Late payments (>30-days) will be subject to 1% late fee to be applied to the following month's invoice.

5.1 This contract may be terminated at any time for any reason by either party by giving thirty (30) days' written notice to the other party. Additionally, either party may terminate this Contract immediately upon written notice of breach of any party by the other party. In the event of termination by the District or TX-STAR Speech-Language Services, Corp. prior to the expiration of this Contract, compensation shall be prorated on the basis of hours actually worked. And TX-STAR Speech-Language Services, Corp. shall

be entitled to receive just and equitable compensation for any work completed up to the date of termination.

6.1 This contract may be amended at any time by mutual agreement of the Parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by authorized representatives of both the District and TX-STAR Speech-Language Services, Corp.

7.1 This contract does not constitute a hiring by either party, nor does it constitute or create an employer-employee relationship.

8.1 TX-STAR Speech-Language Services, Corp. is not an employee of the District, is not entitled to fringe benefits, pension, worker's compensation, retirement, etc. The District shall not deduct Federal Income Taxes, FICA (Social Security), or any other taxes required to be deducted by an employer.

9.1 TX-STAR Speech-Language Services, Corp. and/or it's personnel shall be solely responsible for the costs and expenses pertaining to any and all continuing education courses and professional development, as required for the industry or required to perform the Services under this contract.

10.1 The Parties acknowledge and agree that certain federal and state laws protect the privacy interests of students and parents with regard to educational health records maintained by the District, including the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability Accountability Act of 1996 (HIPAA). TX-STAR Speech-Language Services, Corp. and TX-STAR Speech-Language Services, Corp.'s personnel shall maintain the confidentiality of student and medical records and comply with the requirement of FERPA, HIPAA, and all other applicable law with respect to the privacy of student records.

11.1 TX-STAR Speech-Language Services, Corp. agrees that it will not use or disclose any confidential information or trade secrets of the District to any person or entity for any purpose whatsoever without the prior written consent of the District, unless and except as otherwise required by applicable federal or state law, including but not limited to the Texas Public Information Act.

12.1 In the event that any provision of this Agreement is found to be invalid, illegal, or unenforceable, then there shall be added automatically as part of this contract a valid, legal and enforceable substitute provision that most nearly reflects the original intent of the Parties and all provisions hereof shall remain in full force and effect. Such invalidity, illegality, or unenforceability shall not affect any other provisions contained in the Contract.

13.1 TX-STAR Speech-Language Services, Corp. agrees to hold the District harmless from any and all liability incurred by the District by reason of TX-STAR Speech-Language Services, Corp.'s negligence or breach of contract including, damages and legal expenses. The District agrees to hold TX-STAR Speech-Language Services, Corp. harmless from any and all liability incurred by TX-STAR Speech-Language Services, Corp. to the extent permitted by law. Nothing in the Agreement constitutes a waiver of any immunity or other legal defense afforded to the District under any applicable state and or federal law by virtue of its status as a public school district in and political subdivision of the state of Texas.

14.1 The services shall be performed in compliance with the applicable federal, state, and local law. The District does not pay any overtime hours or lunch break.

15.1 The District acknowledges that per 2021 Texas Association of School Board decision, TX-STAR Speech-Language Service, Corp. no longer has access to data from NCHRI in order to verify the existence of criminal history of contractors or employees of TX-STAR Speech-Language Services, Corp. Access to NCHRI and verification of criminal history existence is now conducted at the District or school level. The district reserves the right to subject any TX-STAR personnel to campus security protocols, including but not limited to use of its RAPTOR system.

16.1 Non-Solicitation: During the term of this agreement, TX-STAR Speech-Language Services agrees not to directly or indirectly recruit or interfere with or hire any individual employed or under contract with a client District.

17.1 The District acknowledges not to recruit or hire any therapist or professional referred by TX-STAR Speech - Language Services for a period of 12-months following the completion of their assignment with the district unless a placement fee is agreed to by TX-STAR Speech and Language Services and the District.

18.1 This contract constitutes the final, complete and entire agreement between the parties. Any alteration or modification of this Contract shall be effective only if it is in writing, signed and dated by the Parties.

19.1 The notices required by this Contract shall be effective when mailed, to the addresses shown below:

Medina Valley ISD

8449 FM 471 S.

Castroville, TX 78009

TX-STAR Speech-Language Services, Corp.

85 NE Loop 410 Ste. 610

San Antonio, TX 78216

Medina Valley ISD Contract 2022-2023

The Parties, having full authority and having taken all legal prerequisites to execute this Contract, by and through their respective authorized representatives, hereby execute this Contract on the date(s) referenced below:

Juan Zamora

Date

TX-STAR SPEECH-LANGUAGE SERVICES, CORP.

Date

Henry Martinez, TX-STAR Speech-Language Services, Corp.

Date

Medina Valley ISD Contract 2022-2023

Net 30 Days from Date of Invoice

TX-STAR Speech-Language Services, Corp. agrees to maintain a time log to support time spent on hourly-rate services.

Rates 2022-2023

<u>Service (per hour)</u>	<u>Rate</u>
LSSP	\$75
Ed. Diag	\$65
SLP	\$65
SLP-A	\$55
Counseling	\$75
OT	\$75
OT assistant	\$55
PT	\$75
PT Assistant	\$55
Dyslexia Specialist	\$65
AI Teacher	\$90
VI/O&M	\$100

Please Note: Bill rates for other professional level positions are available upon request.



Multi-Year Agreement Pricing vs. Year-to-Year Renewal Pricing for

Medina Valley ISD

The purpose of this analysis is to compare the 3-year subscription cost for Incident IQ at Medina Valley ISD when the product is licensed on a year-to-year basis versus a three-year contract with annual payments. Districts may select either option; the Incident IQ “experience” will be the same in either case: same cloud software, same module options, same support experience, etc. The only difference is that the District will enjoy “locked-in” pricing at the beginning of the contract period for 3 years vs. 1 year.

Scenario 1: Year-to-Year Renewal Pricing

Year	Annual Increase**	Amount of District Subscription
1	N/A	*\$35,098.27
2	6.5%	\$37,379.66
3	6.5%	\$39,809.34
4	6.5%	NA
5	6.5%	NA

* \$1,995 On-boarding fee will be charged as a one-time payment for the first year, waived for existing customers.

** The amount of the annual increase may vary. 6.5% is used for illustration purposes only and is not guaranteed or projected.

Total Subscription Fees: \$112,287.27

Scenario 2: Multi-Year Agreement

Year	Annual Increase***	Amount of District Subscription
1	N/A	*\$35,098.27
2	3%	\$36,151.22
3	3%	\$37,235.75
4	3%	NA
5	3%	NA

* \$1,995 On-boarding fee will be charged as a one-time payment for the first year, waived for existing customers.

*** The amount of the annual increase would be fixed at only 3% per annum by contract; the district would sign a multi-year agreement but would be billed annually per the contract at the contracted rate. This provides future certainty with respect to cost and saves on administrative expenses at renewal time.

Total Subscription Fees: \$108,485.24

Savings from the Multi-Year Agreement—

\$3,802.03 over 3 years.

	<u>Commitment Forms</u>	<u>22-23 Price</u>	<u>21-22 Price</u>	<u>Saved By</u>
1	Gifted/Talented Services Cooperative	\$ 8,000.00	\$ 5,950.00	Natalie Benke
2	Human Capital Services Cooperative - Option II (501 - 1000)	\$ 6,200.00	\$ 6,100.00	Jason Migura
3	TEKS Resource System (TRS) Implementation Guides	\$ 300.00	\$ 250.00	Natalie Benke
4	Drug and Alcohol Cooperative	\$ -	\$ -	Juan Zamora
5	Bilingual and ESL	\$ 3,255.00	\$ 3,255.00	Natalie Benke
6	Human Capital Services Cooperative - Option I	\$ 4,280.00	\$ 3,605.00	Jason Migura
7	Human Capital Services Cooperative - Option III	\$ 2,700.00	\$ 1,550.00	Jason Migura
8	Educational Resources and Living Science Cooperative for Public and Charter Schools	\$ 21,712.00	\$ 15,843.60	Natalie Benke
9	Option I - General Supplies	\$ 875.00	\$ 875.00	Juan Zamora
10	Bus Driver Physical Exam		\$ -	Juan Zamora
11	Business Management Cooperative (BMC)	\$ 3,600.00	\$ 3,200.00	Juan Zamora
12	School Counselor Cooperative	\$ 3,200.00	\$ 2,800.00	Natalie Benke
13	School Health Cooperative	\$ 2,800.00	\$ 2,800.00	Natalie Benke
14	TEKS Resource System (TRS)	\$ 42,181.00	\$ 36,018.00	Natalie Benke
	TEKS Resource System (TRS) Pre-Purchased			
15	Support Days (To be used between Sept 1, 2022 - August 31, 2023)	\$ -	\$ -	Natalie Benke
16	Eduphoria SchoolObjects Premium Suite (Renewals Only) Campus Based	\$ 21,600.00	\$ 19,720.00	Natalie Benke
17	TEKSbank Test Generator Enrollment Based	\$ 6,919.50	\$ 5,015.00	Natalie Benke
18	Discovery Education Experience (DEX) k-12	\$ 12,959.35	\$ 9,273.50	Natalie Benke
19	TSDS/PEIMS Support : Non-ASCENDER LEAs	\$ 7,371.00	\$ 6,300.00	Natalie Benke
20	Related Services Cooperative	\$ 100.00	\$ 100.00	Rose De Leon
21	Professional Development Series Cooperative	\$ -	\$ -	Shannon Allen
22	Commercial Food Service Purchasing	\$ -	\$ -	Ross Schonhoeft
23	Commodity Processing	\$ -	\$ -	Ross Schonhoeft
Grand Total		\$ 148,052.85	\$ 122,655.10	

**PROPOSED JULY BUDGET AMENDMENT
2021-22 DEBT SERVICE FUND**

	2021-2022 ADOPTED BUDGET (AS OF 9/01/20)	2021-2022 AMENDED BUDGET	2021-2022 CURRENT AMENDMENTS (AS OF 7/18/22)	2021-2022 AMENDED BUDGET (AS OF 7/18/22)
Estimated Revenues				
5700 LOCAL AND INTERMEDIATE REVENUES	\$ 13,182,853	\$ -	\$ 1,400,000	\$ 14,582,853
5800 STATE PROGRAM REVENUES	\$ -	\$ -	\$ -	\$ -
5900 FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -
7900 OTHER SOURCES	\$ -	\$ -	\$ -	\$ -
Total Estimated Revenue	\$ 13,182,853	\$ -	\$ 1,400,000	\$ 14,582,853
Appropriations				
11 INSTRUCTION	\$ -	\$ -	\$ -	\$ -
12 INSTRUCTIONAL RESOURCES/MEDIA SERVICES	\$ -	\$ -	\$ -	\$ -
13 CURRICULUM & INSTRUCTIONAL STAFF DEVELOPMENT	\$ -	\$ -	\$ -	\$ -
21 INSTRUCTIONAL LEADERSHIP	\$ -	\$ -	\$ -	\$ -
23 SCHOOL LEADERSHIP	\$ -	\$ -	\$ -	\$ -
31 GUIDANCE, COUNSELING & EVALUATION SERVICES	\$ -	\$ -	\$ -	\$ -
32 SOCIAL WORK SERVICES	\$ -	\$ -	\$ -	\$ -
33 HEALTH SERVICES	\$ -	\$ -	\$ -	\$ -
34 STUDENT (PUPIL) TRANSPORTATION	\$ -	\$ -	\$ -	\$ -
35 FOOD SERVICE	\$ -	\$ -	\$ -	\$ -
36 EXTRA-CURRICULAR ACTIVITIES	\$ -	\$ -	\$ -	\$ -
41 GENERAL ADMINISTRATION	\$ -	\$ -	\$ -	\$ -
51 PLANT MAINTENANCE & OPERATIONS	\$ -	\$ -	\$ -	\$ -
52 SECURITY AND MONITORING	\$ -	\$ -	\$ -	\$ -
53 DATA PROCESSING SERVICES	\$ -	\$ -	\$ -	\$ -
61 COMMUNITY SERVICES	\$ -	\$ -	\$ -	\$ -
71 DEBT SERVICE	\$ 13,182,853	\$ -	\$ 1,200,000	\$ 14,382,853
81 FACILITIES AND CONSTRUCTION	\$ -	\$ -	\$ -	\$ -
95 JUVENILE JUSTICE ALTERNATIVE	\$ -	\$ -	\$ -	\$ -
99 OTHER INTERGOVERNMENTAL CHARGES	\$ -	\$ -	\$ -	\$ -
8911 OTHER USES	\$ -	\$ -	\$ -	\$ -
Total Appropriations	\$ 13,182,853	\$ -	\$ 1,200,000	\$ 14,382,853
Net (Revenues Less Appropriations)	\$ -	\$ -	\$ 200,000	\$ 200,000

Medina Valley Independent School District

Agenda Item Memorandum

July 14, 2022

Item: Consider the 2022-2023 Student Code of Conduct

Board Policy FO (LEGAL) requires that the Board annually adopt the Student Code of Conduct. Medina Valley ISD uses the Texas Association of School Boards (TASB) model code of conduct in developing our code. TASB has not made any changes in the Model Code of Conduct for the 2022-2023 school year.



Medina Valley ISD
2022-23
Student Code of Conduct

Approved by Board on _____

Table of Contents

Medina Valley ISD Student Code of Conduct	1
Student Code of Conduct	1
Accessibility	1
Purpose	1
School District Authority and Jurisdiction	2
Campus Behavior Coordinator	2
Threat Assessment and Safe and Supportive School Team	2
Searches	2
Reporting Crimes	3
Security Personnel	3
“Parent” Defined	3
Participating in Graduation Activities	3
Unauthorized Persons	3
Standards for Student Conduct	5
General Conduct Violations	6
Disregard for Authority	6
Mistreatment of Others	6
Property Offenses	7
Possession of Prohibited Items	7
Possession of Telecommunications or Other Electronic Devices	8
Illegal, Prescription, and Over-the-Counter Drugs	8
Misuse of Technology Resources and the Internet	8
Safety Transgressions	9
Miscellaneous Offenses	9
Discipline Management Techniques	10
Students with Disabilities	10
Techniques	10
Prohibited Aversive Techniques	11
Notification	12
Appeals	12
Removal from the School Bus	13
Removal from the Regular Educational Setting	14
Routine Referral	14
Formal Removal	14
Returning a Student to the Classroom	14
Out-of-School Suspension	15
Misconduct	15

Process	15
Coursework During Suspension.....	16
Disciplinary Alternative Education Program (DAEP) Placement.....	17
Discretionary Placement: Misconduct That May Result in DAEP Placement	17
Mandatory Placement: Misconduct That Requires DAEP Placement	18
Sexual Assault and Campus Assignments	19
Process	19
Length of Placement	20
Appeals	21
Restrictions During Placement	21
Placement Review	21
Additional Misconduct.....	21
Notice of Criminal Proceedings	21
Withdrawal During Process	22
Newly Enrolled Students	22
Emergency Placement Procedure.....	23
Transition Services	23
Placement and/or Expulsion for Certain Offenses	24
Registered Sex Offenders	24
Certain Felonies.....	24
Expulsion	27
Discretionary Expulsion: Misconduct That May Result in Expulsion	27
Mandatory Expulsion: Misconduct That Requires Expulsion	29
Under Age Ten.....	30
Process	30
Length of Expulsion	32
Withdrawal During Process	32
Additional Misconduct.....	32
Restrictions During Expulsion	32
Newly Enrolled Students	32
Emergency Expulsion Procedures.....	33
DAEP Placement of Expelled Students	33
Transition Services	33
Glossary.....	34

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Selena Viera, Communications Coordinator at selena.viera@mvisd.org.

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Medina Valley ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.mvisd.com.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

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.

Reporting Crimes

The principal *or* campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs school resource officers (SROs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 21 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 15, **DAEP Placement** on page 16, **Placement and/or Expulsion for Certain Offenses** on page 24, and **Expulsion** on page 27, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 24.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 24.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 24.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 24. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 16 and **Expulsion** on page 27 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 15.
- Placement in a DAEP, as specified in **DAEP** on page 16.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 24.
- Expulsion, as specified in **Expulsion** on page 27.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: <http://policyonline.tasb.org/home/index/883>.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

Disciplinary Alternative Education Program (DAEP) Placement

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 27.) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 27.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 27.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

Disciplinary Alternative Education Program (DAEP) Placement

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Disciplinary Alternative Education Program (DAEP) Placement

Placement Order

After the conference, if the student is placed in a DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

Disciplinary Alternative Education Program (DAEP) Placement

2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <http://policyonline.tasb.org/home/index/883>.

Appeals shall begin at Level One with the campus behavior coordinator.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

Disciplinary Alternative Education Program (DAEP) Placement

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the

Disciplinary Alternative Education Program (DAEP) Placement

student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

Placement and/or Expulsion for Certain Offenses

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Placement and/or Expulsion for Certain Offenses

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 16.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined 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:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. 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;
2. 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
3. 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.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
 - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;

3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or

- e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;

- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Medina Valley Independent School District

Agenda Item Memorandum

July 14, 2022

Item: Consider 2022-2023 Bexar County Juvenile Board Memorandum of Understanding

The Bexar County Juvenile Justice Alternative Education Program (JJAEP) Serves students in Bexar County and surrounding counties who have been expelled by their district. A student who is expelled due to mandatory expulsion requirements will receive services at the JJAEP at no cost to the district. If a student is expelled due to a discretionary expulsion, then the sending district is required to pay for the days the student is at the JJAEP. This Memorandum of Understanding is an agreement between the Bexar County Juvenile Board and the school district's that utilize their services. This MOU is required by the Texas Education Code and is following all legal requirements.



2022-2023 MEMORANDUM OF UNDERSTANDING

BEXAR COUNTY JUVENILE BOARD AND INDEPENDENT SCHOOL DISTRICT

I. PARTIES

This Memorandum of Understanding (MOU) is entered into by and between the Bexar County Juvenile Board (Juvenile Board), a political subdivision of the State of Texas, and the Independent School District (School District), a political subdivision of the State of Texas, agreeing to and executing this MOU. It establishes roles and responsibilities relating to the Bexar County Juvenile Justice Alternative Education Program (JJAEP). This MOU is required by the Texas Education Code (TEC), and is in compliance with the requirements set out in Grant P of the Texas Juvenile Justice Department funding contract with the Juvenile Board. All referenced attachments are incorporated into the MOU as if fully set forth herein.

II. STUDENT ELIGIBILITY

Students will be assigned to the Bexar County JJAEP at the Bexar County Juvenile Justice Academy (JJA) only as set forth by the provisions of this MOU.

- A. Factors Considered Prior to Expulsion. Pursuant to the TEC, the School District's Student Code of Conduct must specify that consideration will be given, as a factor in each decision concerning placement in JJA, regardless of whether the expulsion is discretionary or mandatory, to:
 1. Self-defense;
 2. Intent or lack of intent at the time the student engaged in the conduct;
 3. A student's disciplinary history;
 4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
 5. A student's status in the conservatorship of the Department of Family and Protective Services; or
 6. A student's status as a student who is homeless.
- B. Discretionary Expulsions. Students may be assigned to the JJA when they have been expelled from the School District for committing one of the offenses deemed to be a discretionary expulsion or placement by the TEC.
- C. Mandatory Expulsion. Students shall be assigned to the JJA when they have been expelled from the School District for committing one of the offenses deemed to require a mandatory expulsion under the TEC.

- D. Prerequisites. For a student to remain designated as a Mandatory Expulsion, all of the following requirements must be met:
- a. Offense Report. The School District must have an offense report prepared by a law enforcement agency for the alleged incident upon which the expulsion is based.
 - b. Filing the Offense Report. The offense or investigative report must be filed by the School District with the JJA, the Juvenile Probation Department and the District Attorney's Office. Until the offense report is filed, the student will not be designated a Mandatory Expulsion, and the Juvenile Board may bill the School District for that student at the Discretionary Expulsion rate.
- E. Additional Information. If the law enforcement agency report or complaint does not describe conduct that rises to the level of a Mandatory Expulsion offense, the JJA Administrator may require the School District to provide additional information to support the designation of Mandatory Expulsion.
- F. Reclassification. In the event a student fails to qualify as a Mandatory Expulsion, that student will be classified as a Discretionary Expulsion, and the School District will be billed for the student at the Discretionary Expulsion rate from the date of enrollment. The JJA will advise the Bexar County Auditor's Office of the student's correct status so that the status is accurately reflected in the School District's bill.
- G. Waiver. If a student fails to meet Texas Juvenile Justice Department (TJJD) eligibility requirements for funding as a Mandatory Expulsion, the School District may request a waiver. A written waiver request must be directed to the JJA Administrator. The waiver request must:
- a. State the reason the student was expelled from the home campus;
 - b. State the reason the student does not meet the TJJD funding eligibility requirements;
 - c. Be filed with the JJA Administrator on the form set forth in **Attachment A**; and
 - d. Be filed within ten (10) business days of the date the School District is made aware of the ineligibility as a Mandatory Expulsion. The JJA Administrator may deny untimely waiver requests.
- H. Eligibility Determination. The JJA Administrator will forward the School District's written request to TJJD and advise the School District if the waiver request is granted or denied by TJJD. The Juvenile Board will bill the School District for that student at the Discretionary Expulsion rate until notified by TJJD that the student is deemed eligible to receive TJJD funding under the Mandatory Expulsion category.
- I. Court-ordered Placements. Students may be placed in the JJA by a Court when they have been adjudicated for delinquent conduct or conduct indicating a need for supervision. The School District will not be responsible for payment for these students unless they have been expelled by the School District; however, the School District is responsible for providing special education services, as articulated in the students' Individualized Education Programs (IEPs)/ Individualized Accommodation Plan (IAPs) and/or Behavior Intervention Plan (BIPs) when such services are not provided by the JJA.

- J. Registered Sex Offenders. Students who are publicly registered sex offenders and residents of Bexar County may be placed by the school district in the JJA as provided in the TEC and in accordance with the conditions set out in Section III.B.4 of this MOU. Only students who are Bexar County residents may be placed in the JJA under this provision.
- K. Maximum Capacity Rules. Based on student instructional capacity and safety and security issues, the Juvenile Board has set a maximum student enrollment of 250 students at the JJA (Maximum Capacity). If student enrollment reaches 200, the following rules will apply:
1. JJA Administrator will notify the School District of current enrollment, allocation of spaces, and number of out-of-county students. The School District will be allocated a total number of non-Mandatory Expulsion spaces for Bexar County residents (to include all categories of Discretionary Expulsions and placements) commensurate with that district's percent of Bexar County's total student population in grades 5 – 12. These population figures will be extracted from the prior year's Public Education Information Management Systems (PEIMS) enrollment (snapshot) figures.
 2. When the School District has reached its allocated number of spaces, it must withdraw a student in order to enroll a new student if the district would otherwise exceed the assigned number of discretionary spaces.
 3. The School District may negotiate directly with other districts for unused spaces. The maximum enrollment may be re-defined from time to time as deemed appropriate by the JJA. Notification of these space arrangements between districts will be communicated in writing to the JJA Administrator prior to the assignment of the student. Cancellation or modification of these agreed spaces will be the responsibility of the participating school districts; however the maximum total space assignments cannot be exceeded.
- L. Maximum Capacity Procedure. Once Maximum Capacity is reached, the following procedures will apply:
1. All students at the JJA who are out-of-county residents shall be returned to the sending school district.
 2. The JJA Administrator will determine at the end of each month, based on projected withdrawals and enrollments, whether to continue the excess Maximum Capacity procedure.
- M. Out-of-County Students. This MOU applies only to students who are Bexar County residents, except as provided in this section. An expelled student who resides in a county other than Bexar, or who resides in Bexar County but attends a school in a district outside Bexar County, may attend the JJA only under the following conditions:
1. Eligibility for placement at the JJA is subject to the Maximum Capacity procedures described above.
 2. The School District shall pay the applicable Discretionary Expulsion rate in accordance with section VII.B or VII.C of this MOU, unless the student is a Mandatory Expulsion and eligible for TJJD funding.

3. In order for a Mandatory Expulsion student to be eligible for TJJD funding,
 - a. The respective School District and the Juvenile Board for the county where the student resides must have signed this MOU, and a copy of the MOU must have been provided to TJJD; and
 - b. JJA must obtain written approval from TJJD for funding of the particular student, using the Out-of-County Form, TJJD-JJAEP-005.
 4. TJJD funding is only available for 90 actual attendance days for out-of-county students attending the JJA. After 90 days, the School District is responsible for payment at the applicable Discretionary Expulsion rate in accordance with section VII.B or VII.C.
 5. In order to manage JJA student population within the Maximum Capacity, JJA will prioritize admission to students who are Bexar County residents. No provision of this MOU creates an entitlement for any out-of-county student to attend JJA.
 6. This MOU complies with TJJD's JJAEP Grant guidelines regarding students from counties other than Bexar.
- N. Adult Students. A student who is 17 years or older (Adult Student) is not eligible for juvenile probation services unless the student was on juvenile probation at the time of enrollment. In the event an Adult Student does not meet the JJA program behavior expectations as determined by the JJA Administrator, the student shall be returned to the School District for disposition.

III. STUDENT PLACEMENT

- A. Intake. Upon expulsion or decision on placement, the School District must contact the JJA for a time and date for an intake interview. The School District must also inform the JJA of the reason for expulsion or placement, term (i.e., number of days) and whether the student has been identified as requiring special education services and/or native language instruction. The time, date and place of the intake at the JJA shall be included in the notice of expulsion sent to the student as well as in the notice of expulsion form provided to the JJA Administrator and the Bexar County Juvenile Probation Department. If the student is a juvenile, the School District shall notify parents in writing that their child will be referred to the Bexar County Juvenile Probation Department and be assigned a probation officer.
- B. Term of Assignment to the JJA. The expulsion or placement order by the School District shall specify the number of days or term of the expulsion or placement. For the purpose of this MOU, 180 enrolled instructional days is a year (Year) and the following term rules shall apply:
1. Mandatory Expulsions. A student's original term of expulsion for a mandatory offense may not exceed one calendar year. A student's total assignment to the JJA for a Mandatory Expulsion may not exceed a Year. An exception may be granted for the expulsion of a student who brings a firearm to school. A student expelled from the student's regular campus for a period of one calendar year in accordance with federal law may be assigned to the JJA for a calendar year.
 2. Discretionary Expulsions and Placements. In no event will a student be assigned to the JJA for more than one Year for a Discretionary Expulsion, or for a placement of student due to a

Title 5 felony offense, involvement in sexual assault, or registration as a sex offender. The one Year maximum term of assignment is cumulative, whether or not it is continuous and whether or not imposed by different school districts. For example, a student may be expelled to the JJA for a Title 5 felony offense for a maximum of one Year, regardless of which subsection of TEC may be employed for expulsion or, in the event of change in school districts, which school district initiates the expulsion. Also, the maximum cumulative term of placement at the JJA of a student who is a registered sex offender is one Year total, regardless of which school districts may have assigned the student to the JJA.

3. Title 5 Felony Offenses. A student who is assigned to the JJA due to a Title 5 felony offense shall be returned to the sending School District upon the first of these events to occur:
 - a. The charges are dismissed or reduced to a misdemeanor offense;
 - b. The student is acquitted;
 - c. The student completes the term of placement;
 - d. The student is assigned to another program;
 - e. The student's assignment to the JJA reaches 180 enrolled instructional days; or
 - f. The student graduates from high school.
4. Registered Sex Offenders. Initial placement of a registered sex offender to the JJA is to be for at least 90 enrolled instructional days (Semester) for an offender on probation, and may be up to one Semester for an offender not on probation. Placement must be reviewed at the end of the first Semester of placement. A registered sex offender placed at the JJA whose residence is outside Bexar County will be immediately returned to the sending district. If it is determined by the committee convened by the School District that a registered sex offender assigned to the JJA should remain in alternative placement, then when that student's term at the JJA reaches one Year, that student will be returned to the School District.
5. Student Releases. The JJA staff may recommend expulsion term extensions for students who do not satisfactorily complete the JJA program. The final determination to extend a student's expulsion term is that of the home School District. A student's assignment to the JJA shall terminate at the earliest of one of the following dates:
 - a. Successful completion of the expulsion term;
 - b. One of the seven "Exit Reasons" described in Texas Juvenile Justice Department regulations:
 - 1) Completed program / returned to home school while on probation.
 - 2) Completed program/ term of probation expired.
 - 3) Completed program/ term of placement expired.
 - 4) GED completion.
 - 5) Graduated.
 - 6) Left program incomplete.
 - 7) Other – left program for non-delinquency reason such as moved, death, or medical reason.
 - c. For a student placed at the JJA for a Title 5 felony offense, any event described above in paragraph III.B.3; or
 - d. The student's assignment to the JJA reaches 180 enrolled instructional days.

IV. SPECIAL EDUCATION

- A. Students with Disabilities. For students who commit an offense and have been identified by the School District as having a disability the following procedures apply:
1. The student may be expelled from the School District only after a duly constituted Admission, Review and Dismissal (ARD)/Section 504 Manifestation Determination Review ("MDR") meeting. The requirement to have a MDR does not apply only if the student:
 - a. Has been identified by the School District as having a disability under Section 504;
 - b. Was referred the BCJJA for an offense that pertains to the use or possession of illegal drugs or alcohol; and
 - c. The student is currently engaging in the illegal use of drugs or in the use of alcohol.
 2. A student that is eligible for services from the district's special education department or under Section 504 may be expelled only if the ARD/Section 504 committee determines that the alleged offense is not a direct and substantial manifestation of the student's disability or a failure to deliver the program of services and supports in accordance with applicable state and federal laws.
 3. School District must invite the administrator of the JJA or the administrator's designee to an ARD committee meeting convened to discuss the expulsion of a special education student. School District must provide written notice of the meeting at least five (5) school days before the meeting or a shorter timeframe agreed to by the student's parents. A copy of the student's current IEP must be provided to the JJA representative with the notice.
 4. If the JJA Administrator or designee is unable to attend the ARD/Section 504 committee meeting, the JJA representative must be given the opportunity to participate in the meeting through alternative means including conference telephone calls. The JJA representative may participate in the meeting to the extent that the meeting relates to the student's placement in the JJA and implementation of the IEP/IAP and/or BIP in the JJA.
 5. Students with disabilities assigned to the JJA will be provided educational services as determined by the ARD/Section 504 committee, and articulated in the IEP/IAP and/or BIP, such that the student receives a free and appropriate public education as defined by federal and state laws, and as further provided herein. The IEP/IAP and/or BIP must delineate the projected date for the beginning of services, personnel who will provide direct and/or related services, the anticipated frequency, location and duration of services, and accommodations or modifications for the term of the student's tenure at the JJA.
 6. Ultimately, the School District is responsible to ensure that appropriate programs and services, as articulated in a student's IEP/IAP and/or BIP, are provided at the JJA continuously and without disruption. The Juvenile Board is not responsible for the provision of special education services. All related services articulated in students' IEP/IAPs must be provided by the School District with the exception of counseling. Related services include speech therapy, occupational therapy, physical therapy, special transportation, in-home/parent training, and sign language interpreters. Counseling services available at the JJA are provided by Communities in Schools - San Antonio. The JJA will have special education services and personnel as a portion of the normal operation of the JJA. The JJA will provide a copy of each special education student's schedule within five (5) school days of a School District's request.

7. If after a special education student is placed at the JJA the JJA Administrator provides written notice to the school district of specific concerns that the student's educational or behavioral needs cannot be met in the JJA, an ARD committee meeting must be convened to reconsider placement of the student in the JJA. School District must invite the JJA administrator or the administrator's designee to the meeting and must provide written notice of the meeting at least five (5) school days before the meeting or a shorter timeframe agreed to by the student's parents. If the JJA representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJA representative may participate in the meeting to the extent that the meeting relates to the student's continued placement in the JJA.
- B. Students with Suspected Disabilities. If a student assigned to the JJA is suspected of having a disability under the Individuals with Disabilities Education and Improvement Act (IDEIA) criteria, the following procedures apply:
 1. The School District's Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary.
 2. The JJA staff will assist with the completion of the necessary referral documents. Any student determined to qualify for services and protection under IDEIA or Section 504, shall be afforded all lawfully required services and protections by the School District to the extent that the JJA cannot provide the service and the School District is notified of the need to provide the service.
- C. English as a Second Language (ESL)/Bilingual Students. If a student has been identified as a second language learner, whether general or special education, the following procedures apply:
 1. School District must obtain appropriate documentation from the Language Proficiency Assessment Committee (LPAC) relative to the following:
 - a. The student's dominant oral and written language;
 - b. The student's level of oral and written language proficiency; and
 - c. Type, level, frequency and duration of instruction and/or support services.
 2. The School District may provide, upon availability, training to JJA personnel to facilitate accommodations necessary for English Language Learners.
 3. The JJA will provide direct instruction by a certified Bilingual/ESL teacher.
- D. Change of Residence. Students receiving special education or Section 504 services prior to their expulsion and who change residence to another school district served by the JJA will continue to be the responsibility of the sending School District until the student has completed the JJA assignment and/or enrolled in the new School District.
- E. Accountability. Accountability for students placed at the JJA shall remain with the student's school district of residence. The eligibility folder will stay with the expelling School District and a working folder will be sent to the JJA prior to the intake appointment.

- F. Addressing Concerns. After placement of a student in the JJA, if the JJA has concerns that the student's educational or behavioral needs cannot be met in the JJA program, the JJA shall provide written notice of the specific concerns to the School District. The School District will conduct an ARD/Section 504 committee meeting to reconsider the placement of the student into the JJA and to avoid disruption of services and/or an improper placement. The School District is responsible for providing notice to the JJA and to the parent of the ARD/Section 504 committee meeting in compliance with federal and state law and advising them of the specified time and location of the ARD/Section 504 committee meeting. Whenever possible, the ARD/Section 504 committee meetings for students enrolled at the JJA should be held at the JJA site and scheduled at a time that enables the home campus representative to be present. If the home campus representative is unable to attend the ARD/Section 504 committee meeting in person, alternate means of communication shall be made available so that the home campus representative may participate in the meeting.
- G. Notices. The notices required in this Article IV must be provided in the native language of the parent or mode of communication used by the parent, in compliance with federal law. The term 'native language' when used with reference to an individual of limited English proficiency, means the language used by the individual, or in the case of the child, the language normally used by the parents of the child.

V. RECORDS

- A. 24 Hours. The School District shall report any expulsion notice within 24 hours (not to include weekends or school holidays) after the expulsion hearing to:
1. The JJA Administrator; and
 2. The Bexar County Juvenile Probation Department (or the respective juvenile probation department in which the student resides if other than Bexar County).
- B. Expulsion Notice and Order. The School District shall record the expulsion on the form set forth in **Attachment B**, marking the box for the specified offense, describing the offense with sufficient detail to properly assess that it is an expellable offense, and submitting the form to the JJA. The School District shall also provide the JJA with a copy of the Expulsion order.
- C. Referral. The School District must refer all Mandatory Expulsions to the District Attorney's Office and the Bexar County Juvenile Probation Department. In addition, the School District shall, on a timely basis, provide to the Juvenile Probation office or the Juvenile section of the District Attorney's office as appropriate, all other referral information required by the Texas Family Code. The School District shall provide the JJA the necessary verification of submission of referrals to all necessary agencies.
- D. Police Reports. In a Mandatory Expulsion, the School District must also provide JJA with a copy of the police report. The School District shall provide the Juvenile Board with the necessary verification of submission of the police report(s) to all necessary agencies.
- E. Title 5 Felony Offenses. In a Discretionary Expulsion of a student for a Title 5 felony offense under TEC, the School District must provide police reports, court orders, or juvenile probation

department documents sufficient to establish eligibility for assignment to the JJA under that provision.

- F. Students Involved in Sexual Assault. In placing a student pursuant to the statute providing for transfer of students involved in sexual assault, the School District must provide documents sufficient to establish eligibility for assignment to the JJA under that provision.
- G. Registered Sex Offenders. In placing a student identified as a registered sex offender under TEC Chapter 37 Subchapter I, the School District must provide documents sufficient to establish eligibility for assignment to the JJA under that provision.
- H. Student Records. The School District must forward copies of the following records to the JJA for each student:
 - 1. Special education records, to include:
 - a. The most recent ARD/IEP/IAP/BIP manifestation determination review;
 - b. The most recent comprehensive individual assessment that documents eligibility for special education services and the list of modifications and/or complementary aids conducive to advancement towards annual and short-term goals and objectives; and
 - c. Recommendations for the current year's assessment.
 - 2. State standardized test information;
 - 3. The student's academic achievement records (e.g. report card);
 - 4. The student's Home Language Survey and all Language Proficiency Assessment Committee documentation;
 - 5. The student's immunization records; and
 - 6. Information regarding the student's National School Lunch Program status.
- I. Time Due. A student's records must be provided to the JJA by the School District on or before the date of the intake interview.
- J. Enrollment Notification. A student's enrollment record form/notification to include the student's date of enrollment at JJA must be sent to the home School District by JJA within 24 hours (not to include weekends or school holidays) of the student's enrollment date.
- K. Change of Residence. JJA will inform both School Districts, as appropriate, of a student's change of residency based on a review of appropriate proof of residency documents, and will provide the new School District with said proof of residency documents within 48 hours (not to include weekends or school holidays) of informing of change of residence. The student shall continue to be enrolled with the expelling School District if either the expelling or new School District wishes to continue the term of expulsion. Each School District and JJA will continue to be responsible for compliance with the current provisions of this MOU.

- L. Grades. The JJA will submit to the School District the grades for all students' academic work and/or completion of courses while enrolled at the JJA. The School District will make the final determination as to a student's promotion or retention, award of credits, and graduation.

VI. ADMINISTRATION OF STATE-MANDATED ASSESSMENTS

- A. Responsibilities. All state-required standardized tests will be administered to students enrolled at the JJA. The following responsibilities are assigned for administration of the tests:
1. Test Coordinator. JJA will have a trained and sworn Testing Coordinator who will serve as the point of contact with the School Districts for the administration of state-required standardized tests to students enrolled at the JJA. Each year, the JJA will provide all School Districts with the Testing Coordinator's name and contact information.
 2. List of Students. JJA staff will provide the School District with a list of all students from that district enrolled at the JJA at least ten (10) school days prior to the date of administration of state-required standardized tests.
 3. Student Testing Materials. The School District is responsible for securing, coding and delivering all testing materials to the JJA Administrator or designee a minimum of three (3) school days before the day of standardized test administration. The School District may also provide additional student testing materials to cover students that enroll after the list of students was provided to the School District. The School District will provide to the JJA access, limited to students enrolled at the JJA, to administer, as necessary, online testing.
 4. Accommodations. The School District will assist the JJA staff to ensure implementation of accommodations articulated in the IEP/IAPs and/or BIPs for standardized testing, as appropriate, for students receiving special education services and speakers of languages other than English. If the accommodations exceed what the JJA can reasonably implement, the School District remains responsible for ensuring that the student has access to the necessary accommodations by whatever means the School District deems most appropriate.
 5. Retrieving Completed Testing Materials. The JJA is responsible for making necessary arrangements to retrieve all completed student testing materials attributed to the School District's students enrolled at the JJA.
 6. Obtaining and Submitting Testing Materials. The School District is responsible for obtaining the completed student testing materials from the JJA, and is also responsible for submitting all completed student testing materials to the appropriate TEA contracted agent.
 7. Student Success Initiatives. The JJA will assist School District in meeting student success initiatives mandated by state law. This assistance does not include the hiring of additional staff.

VII. FUNDING AND BILLING

- A. **Mandatory Expulsions.** Funding for Mandatory Expulsions will be provided by the Texas Juvenile Justice Department for those students who meet the prescribed TJJD eligibility requirements. School District will pay for a student at the Discretionary Expulsion rate listed in Section VII.B. herein until the offense report is filed with the JJA, the Bexar County Juvenile Probation Department and the appropriate District Attorney's Office.
- B. **Discretionary Expulsions.** For students who are Discretionary Expulsions pursuant to TEC, the School District shall pay the rate of \$135.85 per student per day of attendance at the JJA. A student is considered to be in "attendance at the JJA" for the purposes of this Agreement if they are receiving tele-education services. This rate may be modified by the Juvenile Board during the term of this MOU.
- C. **Title 5 Felony Discretionary Expulsions.** For students who are Title 5 felony Discretionary Expulsions pursuant to TEC, School District shall pay in the same manner as for other Discretionary Expulsions, except that the rate for this category of expulsion is based on the actual operational cost as determined by the Juvenile Board based upon its most recent annual audit, and will not exceed the rate set out in paragraph VII.B above.
- D. **Registered Sex Offenders.** For students who are placed at the JJA as registered sex offenders under TEC Chapter 37, School District shall pay at the same rate as for Discretionary Expulsions, which is \$135.85 per student per day of attendance.
- E. **Disallowed Mandatory Expulsions.** For a student who was expelled for a Mandatory Expulsion offense but who, because of the terms of the TJJD funding contract and as outlined in this MOU, was disallowed Mandatory Expulsion status, the School District shall pay the Discretionary Expulsion rate of \$135.85 per student per day of attendance from the date of enrollment.
- F. **Continuing Responsibility.** In the event a student changes residence to another school district served by JJA after being expelled, and prior to completing the expulsion term, the student shall remain the financial responsibility of the expelling School District for the JJA daily attendance rate.
- G. **Date of Invoice.** The Juvenile Probation Fiscal Office will issue an invoice within thirty (30) business days after the end of each month. The invoice will provide the name of each student and the number of days the student attended.
- H. **Payment.** The School District shall make payment to the Juvenile Board through the Bexar County Auditor. Payment for the full amount hereunder shall be made payable to Bexar County and payment made at the Bexar County Auditor's Office at 101 W. Nueva, Suite 800, San Antonio, TX 78205-3445 within thirty (30) days after the invoice is received by the member School District. The Juvenile Probation Fiscal Office shall send the invoice to the address listed on the signature page of this MOU.

VIII. TRANSPORTATION

- A. School District's Responsibility. Transportation of students to and from the JJA shall be the sole responsibility of the School District. The School District is responsible for either transporting the students or informing parents of their responsibility to transport their children to and from the JJA. The School District shall provide all necessary security at the student pick up/drop off location(s).
- B. Change of Residence. In the event a student expelled by a School District changes residence to another school district served by JJA after being expelled and prior to completing the expulsion term, the new school district is responsible for either transporting the students or informing parents of their responsibility to transport their children to and from the JJA.

IX. TRANSITION

- A. Transition File. Approaching completion of his/her term at the JJA, JJA staff will send the School District a transition file that includes:
 - 1. The student's grades converted to numeric scores; when requested by the School District, course completions will be reported;
 - 2. A behavior summary, recommendations and comments that suggest placement options that the JJA staff deems appropriate for the student returning to his/her home campus;
 - 3. Attendance information; and
 - 4. Other recommendations and comments.

X. ADVISORY BOARD

- A. Authority. The Juvenile Board has authorized an Advisory Board to provide a forum for representatives of the Juvenile Board, the school districts and the organizations supporting the JJA to meet and discuss issues related to the operation of the JJA.
- B. Procedure. Each School District shall designate a representative to serve on the Advisory Board. The Advisory Board shall include representatives of at least five (5) school districts, as elected by representatives of the school districts, at a meeting called by the Administrator for the Juvenile Board. The School District hereby agrees to participate in the election of said Advisory Board and, if elected to serve, will do so.

XI. PARTIAL INVALIDITY

If any provision, section, subsection, paragraph, sentence, clause or phrase of this MOU, or the application of same to any person or set of circumstances, is for any reason held by a court of competent jurisdiction to be invalid, void, or unenforceable, or rendered as such by a change to applicable state and/or federal law, the remaining provisions shall continue in full force and effect.

XII. TERM

This Agreement supersedes all prior MOU agreements between these parties and shall be in effect from August 1, 2022 through, and including, July 31, 2023. This Agreement shall renew automatically each year on August 1st, unless notice of a party's intent not to renew is sent to the other party prior to July 1st of that year.

The Bexar County Juvenile Board and the School District may modify this Agreement under terms as specified in a written addendum to be signed by both parties. In response to COVID-19, JJA may issue an Addendum modifying the provisions set forth in this MOU. JJA will provide School District with a copy of the addendum. The terms and conditions of the updated Addendum will supersede the provisions of any previous Addendum.

XIII. INTEGRATION

This MOU, together with the instruments heretofore incorporated by reference and the attachments hereto, contains the entire agreement between the parties with respect to the subject matter hereof. No other agreement, statement, or promise made by or to any employee, officer, official, or agent of any party that is not contained herein shall be of any force or effect. Any modifications to the terms hereof must be in writing and signed by the parties.

AGREED AND FULLY EXECUTED ON THE LATEST DATE RECORDED BELOW.

INDEPENDENT SCHOOL DISTRICT

School District: _____

Signature: _____ Date: ____/____/____

Printed Name: _____

Title: _____

The Juvenile Probation Fiscal Office shall send invoices to the following address:

Name: _____

Address: _____ State: _____ Zip Code: _____

If required by School District:

_____ **COUNTY JUVENILE BOARD**

Signature: _____ Date: ____/____/____

Printed Name: _____

Title: Juvenile Board Chair

BEXAR COUNTY JUVENILE BOARD

By: _____

JUDGE LISA K. JARRETT
Juvenile Board Chair

Date: ____/____/____

ATTACHMENT A



BEXAR COUNTY JUVENILE JUSTICE ACADEMY

STUDENT FUNDING WAIVER REQUEST

Police Report Requirement

The Texas Juvenile Justice Department (TJJD) reserves the right to provide funding for students remanded to juvenile justice alternative education programs who do not meet the basic requirements found in TJJD's State Financial Assistance Contract. This form serves as your request of waiver to the police report requirement and should be faxed to the JJA Administrator at (210) 335-8549. Your request will be forwarded to TJJD and you will be notified of TJJD's response once it is received by the JJA Administrator's office.

SCHOOL DISTRICT:	SCHOOL OFFICIAL:	
PHONE:	FAX:	DATE:
STUDENT:	DOB:	
Describe offense in some detail:		
Reason for request of waiver:		

FOR TJJD STAFF ONLY

The request for waiver received in this office on _____ is ____ Granted ____ Denied.		
If denied, please specify reason: _____		
_____ Signature	_____ Position	_____ Date

ATTACHMENT B



**BEXAR COUNTY JUVENILE JUSTICE ACADEMY
REFERRAL OF CHILD AFTER EXPULSION**

To: Juan Vega, JJAEP Clerk 1402 N. Hackberry San Antonio, TX 78208	Phone: 210-335-8524 Fax: 210-335-8549 E-mail: jvega@bexar.org

Pursuant to Texas Family Code §52.041 and Texas Education Code (TEC) §37.010, the following report is being made to the Juvenile Court regarding the expulsion of the student named below.

School District: _____ **School Official/Hearing Officer:** _____

Telephone: _____ **Fax:** _____ **Date of Hearing:** _____

Student:	Age:	Grade:	DOB:	SNN:
Special Programs:	Yes _ No_ Specify:		TSDS#	
Campus Address:				
Parent's Name:				
Parent's Address:				
County of residence (if other than Bexar):				
Telephone #s	Work: (210)		Home: (210)	Cell: (210)
Date Expelled:	Number of Instructional Days Expelled:		Proposed Return Date:	
Describe offense in some detail:				
Parent is aware and understands that child may be assigned a probation officer (PO) by the probation department: Yes _ No _ If not, why not?				
National School Lunch Program: Free Reduced None (Circle appropriate Program)				
Date Intake requested:	Intake Scheduled on		at	AM/PM

Please check offense for which student is being referred:

2021/22 and 2022/23 School Years

✓	Offense Code	Offense Description	Offense Type
	37.007A12A	Unlawful Weapon: Handgun [Penal Code (PC) 46.02 (a)] [Education Code (EC) 37.007 (a)(1)]	Mandatory
	37.007A12B	Unlawful Weapon: Location-Restricted Knife [PC 46.02 (a)] [EC 37.007 (a)(1)] (For students under the age of 18.)	Mandatory
	37.007A12C	Unlawful Weapon: Club [PC 46.02 (a)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15A	Prohibited Weapon: Explosive Weapon [PC 46.05 (a)(1)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15B	Prohibited Weapon: Machine Gun [PC 46.05 (a)(2)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15C	Prohibited Weapon: Short-Barrel Firearm [PC 46.05 (a)(3)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15D	Prohibited Weapon: Firearm Silencer [PC 46.05 (a)(4)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15F	Prohibited Weapon: Armor-Piercing Ammunition [PC 46.05 (a)(6)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15G	Prohibited Weapon: Chemical Dispensing Device [PC 46.05 (a)(7)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15H	Prohibited Weapon: Zip Gun [PC 46.05 (a)(8)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15I	Prohibited Weapon: Tire Deflation Device [PC 46.05 (a)(9)] [EC 37.007 (a)(1)]	Mandatory
	37.007A15J	Prohibited Weapon: Improvised Explosive Device [PC 46.05 (a)(7)] [EC 37.007(a)(1)]*	Mandatory
	37.007A2A1	Aggravated Assault	Mandatory
	37.007A2A2	Aggravated Sex Assault	Mandatory
	37.007A2A3	Sex Assault	Mandatory
	37.007A2B	Arson	Mandatory
	37.007A2C1	Murder	Mandatory
	37.007A2C2	Capital Murder	Mandatory
	37.007A2C3	Attempted Murder	Mandatory
	37.007A2D	Indecency With A Child	Mandatory
	37.007A2E	Aggravated Kidnapping	Mandatory
	37.007A2F	Aggravated Robbery	Mandatory
	37.007A2G	Manslaughter	Mandatory
	37.007A2H	Criminally Negligent Homicide	Mandatory
	37.007A2I	Continuous Sex Abuse Of A Young Child Or Children(PC 21.02)	Mandatory
	37.007A3	Felony Drug	Mandatory
	37.007B1D	False Alarm	Discretionary
	37.007B1E	Terroristic Threat	Discretionary
	37.007B2A1	Misdemeanor Marijuana	Discretionary
	37.007B2A1B	Misdemeanor Controlled Substance	Discretionary
	37.007B2A2	Misdemeanor Dangerous Drug	Discretionary
	37.007B2A3	Misdemeanor Alcohol	Discretionary
	37.007B2B	Glue Or Aerosol Paint	Discretionary
	37.007B2CA	Assault On A Teacher	Discretionary
	37.007B2CB	Assault On An Employee	Discretionary
	37.007B2D	Deadly Conduct	Discretionary
	37.007B3A	Non-School Student On Student [EC 37.007 (a)(2)(A)]	Discretionary
	37.007B3B	Non-School Student On Student [EC 37.007 (a)(2)(C)]	Discretionary
	37.007B3C	Non-School Student On Student [EC 37.007 (a)(2)(F)]	Discretionary

Contract No. ISD196
Independent School Districts
Bexar County Juvenile Justice Alternative Education Program
August 1, 2022 – July 31, 2023

	37.007B4	'On or Within 300 Ft' Rule- Mandatory Offense [EC 37.007(b)]	Discretionary
	37.007B5	Breach Of Computer / Computer Hacking	Discretionary
	37.007C	Serious Misbehavior	Discretionary
	37.007D	Retaliation	Mandatory
	37.007D(D)	Retaliation	Discretionary
	37.007E	Federal Firearm	Mandatory
	37.007F	Felony Criminal Mischief	Discretionary
	37.309	Registered Sex Offender	Other
	PROBC01	Probation Placement	Other
	PROBC02	Court Order	Other
	37.0081A	Title 5 Felony Criminal Homicide (EC 37.0081)	Discretionary
	37.0081B	Title 5 Felony Murder (EC 37.0081)	Discretionary
	37.0081C	Title 5 Felony Capital Murder (EC 37.0081)	Discretionary
	37.0081D	Title 5 Felony Manslaughter (EC 37.0081)	Discretionary
	37.0081E	Title 5 Felony Criminal Negligent Homicide (EC 37.0081)	Discretionary
	37.0081F	Title 5 Felony Unlawful Restraint (EC 37.0081)	Discretionary
	37.0081G	Title 5 Felony Kidnapping (EC 37.0081)	Discretionary
	37.0081H	Title 5 Felony Aggravated Kidnapping (EC 37.0081)	Discretionary
	37.0081I	Title 5 Felony Unlawful Transport (EC 37.0081)	Discretionary
	37.0081J	Title 5 Felony Trafficking Of Persons (EC 37.0081)	Discretionary
	37.0081K	Title 5 Felony Indecency With A Child (EC 37.008)	Discretionary
	37.0081L	Title 5 Felony Improper Photography Or Visual Recording (EC 37.0081)	Discretionary
	37.0081M	Title 5 Felony Assault (EC 37.0081)	Discretionary
	37.0081N	Title 5 Felony Sexual Assault (EC 37.0081)	Discretionary
	37.0081O	Title 5 Felony Coercing, Soliciting, Or Inducing Gang Membership (EC 37.0081)	Discretionary
	37.0081P	Title 5 Felony Aggravated Assault (EC 37.0081)	Discretionary
	37.0081Q	Title 5 Felony Aggravated Sexual Assault (EC 37.0081)	Discretionary
	37.0081R	Title 5 Felony Injury To A Child, Elderly Individual, Or Disabled Individual(EC 37.0081)	Discretionary
	37.0081S	Title 5 Felony Abandoning Or Endangering Child (EC 37.0081)	Discretionary
	37.0081T	Title 5 Felony Deadly Conduct (EC 37.0081)	Discretionary
	37.0081U	Title 5 Felony Terrorist Threat (EC 37.0081)	Discretionary
	37.0081V	Title 5 Felony Aiding Suicide (EC 37.0081)	Discretionary
	37.0081W	Title 5 Felony Tampering With Consumer Product (EC 37.0081)	Discretionary
	37.0081X	Title 5 Felony Harassment By Persons In Certain Correctional Facilities; Harassment Of Public Servant (EC 37.0081)	Discretionary
	37.0081Y	Title 5 Felony Aggravated Robbery (EC 37.0081)	Discretionary
	DOI	Offense Identified in District of Innovation (DOI) Plans Provided by Sending ISD*	Discretionary
	PC46.03	Places Weapons Prohibited: Location-Restricted Knife (PC 46.03) (Students at least 18 years of age, or for students of any age, if the offense occurs at a restricted location.)*	Discretionary
	37.0052	Placement or Expulsion of Student Who Has Engaged in Certain Bullying Behavior*	Discretionary

Medina Valley Independent School District

Agenda Item Memorandum

July 14, 2022

Item: Consider appointing TASB Delegate and Alternate for the 2021 Delegate Assembly

The Texas Association of School Board's (TASB) Delegate Assembly is the once-a-year opportunity for Texas school boards to have a voice in the overall direction of the TASB organization. This annual business meeting is where local school districts will vote on issues critical to TASB such as:

- TASB's Advocacy Agenda – the legislative “roadmap” for issues critical to public education
- TASB's leadership – the Officers and members of the TASB Board of Directors
- Association business

Each local school board may appoint a delegate and an alternate for the assembly that is scheduled to meet on September 24th during the TASA/TASB Convention (9/23-25/22) to be held in San Antonio at the Henry B. Gonzales Convention Center.

Medina Valley Independent School District

Agenda Item Memorandum

July 14, 2022

Item: Consider new professional positions

The Superintendent is the requesting the creation of the following new positions:

- Director of Construction (contracted to work 231 days)
- Director of Maintenance (contracted to work 231 days)
- Assistant Director of Maintenance (contracted to work 231 days)

Administrative/Professional Pay Ranges

Daily Rates

Pay Grade	Minimum	Midpoint
1A		
1B	\$286.20	\$338.59
2	\$292.27	\$355.27
3	\$305.76	\$376.27
4	\$325.75	\$398.50
5	\$345.27	\$422.11
6	\$365.35	\$447.06
7	\$394.02	\$473.60
8	\$417.32	\$501.69
9	\$441.62	\$531.00

Administrative/Professional Job Classifications

Pay Grade 1A

Supervisor, Transportation (226)
Accountant (226)

Pay Grade 1B

Assistant Director- Child Nutrition (226)
Assistant Director- Transportation (226)
Assistant Coordinator-PEIMS (226)
Coordinator- Communication (226)
Coordinator- Human Resources (226)
Truant Officer (197)
Coordinator/Manager-Housekeeping(242)
Purchasing Coordinator (226)

Pay Grade 4

LSSP/SLP, Coordinantor
Manager- Finance (226)
Psychology Specialist, LSSP (days vary)
Speech Lang. Pathologist, SLP (187)
Vice Principal- Elementary (207)
Vice Principal- Middle School (207)

Pay Grade 7

Director, Construction (231)
Director- Special Programs (226)
Principal- Middle School (226)

Pay Grade 2

Assistant Director- Maintenance (231)

Coordinator- Health Services (226)
Librarian- Elementary/Secondary (187)
Network Administrator (226)
ROTC- Senior Officer (226)
Social Worker (197)
Speech Lang. Pathologist Assistant, SLPA (187)

Pay Grade 5

Academic Dean- High School (226)
Assistant Director- Special Programs (226)
Coordinator- DAEP (207)
Director- Guidance and Counseling (226)
Director- CTE (226)
Director- Child Nutrition (226)
Director- Curriculum (226)
Director, Federal Programs & Grants (226)
Director- Fine Arts (226)
Director, Transportation (226)
Vice Principal- High School (226)

Pay Grade 8

Director- Human Resources (226)
Principal- High School (226)

2022-2023 School Year Draft Only

* Salaries listed above are for the 2021-2022 school year only. Salary plans are determined on an annual basis and salary advancement raise budget approved by the Board of Trustees. Green shaded Job Titles are proposed new positions.

Maximum

\$391.68

\$418.91

\$447.43

\$471.94

\$499.87

\$529.51

\$553.92

\$586.80

\$621.08

on

Pay Grade 3

Assistant Construction (231)

Specialist- ELL, GT, Dyslexia, Instr. Tech (days vary)

Coordinator- IMA, Core Subjects (226)

Coordinator- PEIMS (226)

Counselor- Elementary/Secondary (days vary)

Diagnostician (207)

Manager- Payroll (226)

Occupational Therapist (187)

Rtl Specialist (207)

Safety Coordinator (226)

Supt. Admin Asst/PIO (226)

Program Specialist (207)

Pay Grade 6

Director- Athletics (226)

Director- Technology (226)

Director, Maintenance (231)

Principal- Elementary (226)

Pay Grade 9

Assistant Superintendent (226)

nt is not guarenteed. Pay increase are based on the annual pay