

Mabank Independent School District

Elementary Student Handbook 2024-2025

Central Elementary School

Grades HS-4

19119 E. US Hwy 175

Mabank, Texas 75147

Principal, Nancy Clark

Associate Principal, Andrea DeLong

Assistant Principal, April Morris

(903) 880-1380 FAX (903) 880-1383

Lakeview Elementary School

Grades K-4

306 Harbor Point Road

Gun Barrel City, Texas 75156

Principal, Melanie McAllister

Associate Principal, Rebecca Littlejohn

Assistant Principal, Eric MacMahan

(903) 880-1360 FAX (903) 880-1363

Southside Elementary School

Grades PK-4

109 Paschal Blvd.

Mabank, Texas 75147

Principal, Chase Melton

Associate Principal, Jamie Tucker

Assistant Principal, Pamela Maynard

(903) 880-1340 FAX (903) 880-1343

Mabank Intermediate School

Grades 5-6

513 N. Third St.

Mabank, Texas 75147

Principal, Amanda Bolton

Associate Principal, Karmen Parker

Assistant Principal, Billy MacMahan

(903)880-1640 FAX (903)880-1643

Dr. Russell Marshall
Henry Tracy
Scott Hyde
Charity Groom
Melissa Thompson
Zack Hudson
David Glosup
Kerri Bradshaw
Randy Welch
Steve Templin
Dustin Clark
Lindsey Minyard

Superintendent
Assistant Superintendent
Chief Financial Officer
Chief Academic Officer
Director of Special Programs
Athletics Director
Director of Technology
Child Nutrition Supervisor
Director of Transportation
Director of Maintenance
Assistant Director of Maintenance
Director of Health Services

MABANK I.S.D. MISSION

Our mission is to empower every student, from early childhood through 12th grade, with the knowledge, skills, and support necessary; challenging them to reach their highest potential. We are committed to providing equitable, high-quality education that fosters academic excellence, emotional resilience, and lifelong learning. Through strong community partnerships and a nurturing environment, we strive to inspire our student body to become compassionate, responsible, and innovative leaders of tomorrow.

MABANK I.S.D. VISION

Our vision is to establish a strong foundation for lifelong achievement by offering an exceptional educational experience to all students from early childhood through 12th grade. We strive to be a district that fosters curiosity, creativity, and critical thinking; equipping students with the knowledge and skills necessary to navigate and contribute to an ever-evolving world. Through collaboration, innovation, and a commitment to excellence, we aim to build a future where every student is prepared to excel in college, careers, and life.

Mascot: Panther

Colors: Green and White

ALMA MATER

Oh give three cheers for Mabank High,
The fairest in the land.
The girls and boys in loyalty cry,
"Forever by thee stand."
And if on some unfortunate day,
Our land is in distress,
The green cross,
White cross colors will say, "Depend on M.H.S."
Fight! Fight! Fight! Fight! FIGHT!

FIGHT SONG

O' when those dear old Panthers
Fall in line,
We're gonna win this game
Another time.
And for those dear ole boys
We love so well,
And for the football team
We'll yell and yell and yell
We're gonna fight, fight,
fight for every score.
We're gonna win this game
And win some more.
We're gonna stomp those
(Rival Mascot) in the sod,
in the sod,
RAH! RAH! RAH! YEAH!

MABANK INDEPENDENT SCHOOL DISTRICT

Elementary Student Handbook

- Preface Parents and Students:.....2**
 - Accessibility.....3
- Section One: Parental Rights.....3**
 - Consent, Opt-Out, and Refusal Rights.....3
 - Consent to Conduct a Psychological Evaluation.....3
 - Consent to Provide a Mental Health Care Service.....3
 - Consent to Display a Student’s Original Works and Personal Information.....4
 - Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under age 14.....4
 - Consent to Video or Audio Record a Student when Not Already Permitted by Law5
 - Prohibiting the Use of Corporal Punishment.....5
 - Limiting Electronic Communications between Students and District Employees.....5
 - Objecting to the Release of Directory Information6
 - Participation in Third-Party Surveys7
 - Reciting a Portion of the Declaration of Independence in Grades 3–12.....8
 - Reciting the Pledges to the U.S. and Texas Flags8
 - Religious or Moral Beliefs9
 - Tutoring or Test Preparation9
 - Right of Access to Student Records, Curriculum Materials, and District Records/Policies.....9
 - Parent Review Instructional Materials.....9
 - District Review of Instructional Materials.....10
 - Notices of Certain Student Misconduct to Noncustodial Parent.....10
 - Participation in Federally Required, State-Mandated, and District Assessments10
 - Student Records10
 - Teacher and Staff Professional Qualifications14
 - A Student with Exceptionalities or Special Circumstances14
 - Children of Military Families14
 - Parental Role in Certain Classroom and School Assignments15
 - Safety Transfers/Assignments.....15
 - Student Use of a Service/Assistance Animal15
 - A Student in the Conservatorship of the State (Foster Care)15
 - A Student Who Is Homeless17
 - A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services.....18
 - A Student Who Receives Special Education Services with Other School-Aged Children in the Home20
 - A Student Who Speaks a Primary Language Other than English20
 - A Student with Physical or Mental Impairments Protected under Section 50420
- Section Two: Other Important Information for Parents and Students21**

Absences/Attendance	21
Compulsory Attendance	21
Compulsory Attendance—Exemptions	22
Compulsory Attendance—Failure to Comply	23
Attendance for Credit or Final Grade (All Grade Levels)	23
Official Attendance-Taking Time (All Grade Levels)	23
Documentation after an Absence (All Grade Levels).....	24
Doctor’s Note after an Absence for Illness (All Grade Levels)	24
Accountability under State and Federal Law (All Grade Levels)	24
Awards and Honors (All Grade Levels)	25
Bullying (All Grade Levels)	25
Celebrations (All Grade Levels)	27
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels).....	27
Warning Signs of Sexual Abuse	28
Warning Signs of Trafficking	30
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	31
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children.	31
Communications (All Grade Levels)	31
Parent Contact Information	31
Automated Emergency Communications	32
Automated Non Emergency Communications	32
Complaints and Concerns (All Grade Levels)	32
Conduct (All Grade Levels)	32
Applicability of School Rules	32
Campus Behavior Coordinator	33
Deliveries	33
Disruption of School Operations	33
Social Events.....	34
Counseling	34
Academic Counseling	34
Personal Counseling (All Grade Levels)	34
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	35
Students in Grades 1–5	35
Students in Grades 6–12	36
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	36
Dating Violence	36
Discrimination	37
Harassment	37
Sexual Harassment and Gender-Based Harassment	37
Retaliation	38
Reporting Procedures	38
Investigation of Report	39
Discrimination	39
Distance Learning (All Grade Levels)	39
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 39	
School Materials	39

Non-school Materials	40
Dress and Grooming (All Grade Levels)	40
Electronic Devices and Technology Resources (All Grade Levels)	42
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	43
Instructional Use of Personal Telecommunications and Other Electronic Devices.....	43
Acceptable Use of District Technology Resources	44
Unacceptable and Inappropriate Use of Technology Resources	44
Emergent Bilingual Students (All Grade Levels)	44
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	45
Standards of Behavior	46
Fees (All Grade Levels)	46
Fundraising (All Grade Levels)	47
Gang-Free Zones (All Grade Levels)	47
Gender-Based Harassment.....	47
Grading Guidelines (All Grade Levels)	47
Harassment	48
Hazing (All Grade Levels)	48
Health—Physical and Mental	48
Illness (All Grade Levels)	48
Immunization (All Grade Levels)	49
Lice (All Grade Levels)	50
Medicine at School (All Grade Levels)	50
Asthma and Severe Allergic Reactions	51
Unassigned Opioid Antagonist.....	51
Mental Health Support (All Grade Levels)	52
Physical Activity Requirements	53
Physical Fitness Assessment (Grades 3–12)	53
Physical Health Screenings/Examinations	53
Special Health Concerns (All Grade Levels)	54
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	55
Health-Related Resources, Policies, and Procedures	55
Physical and Mental Health Resources (All Grade Levels)	55
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)	56
School Health Advisory Council (SHAC) (All Grade Levels)	56
Student Wellness Policy/Wellness Plan (All Grade Levels)	57
Homework (All Grade Levels)	57
Law Enforcement Agencies (All Grade Levels)	57
Questioning of Students	57
Students Taken into Custody	57
Notification of Law Violations	58
Leaving Campus (All Grade Levels)	58
At Any Other Time during the School Day	59
Lost and Found (All Grade Levels)	59
Makeup Work	59
Makeup Work Because of Absence (All Grade Levels)	59
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)	60

Nondiscrimination Statement (All Grade Levels)	60
Nontraditional Academic Programs (All Grade Levels)	61
Parent and Family Engagement (All Grade Levels)	62
Working Together	62
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	63
Prayer (All Grade Levels)	63
Promotion and Retention	63
Prekindergarten —Grade 3	63
Elementary and Middle/Junior High Grade Levels	64
Release of Students from School	64
Report Cards/Progress Reports and Conferences (All Grade Levels)	64
Retaliation	65
Required State Assessments.....	65
STAAR (State of Texas Assessment of Academic Readiness) grades 3-8.....	65
Standardized Testing for a student enrolled above grade level.....	65
Requesting administration of STAAR/EOC in paper format (All grade levels).....	65
Standardized Testing for a student in Special Programs.....	66
Failure to perform satisfactorily on a STAAR assessment.....	66
Safety (All Grade Levels)	67
Accident Insurance	67
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	67
Preparedness Training: CPR and Stop the Bleed	67
Emergency Medical Treatment and Information	67
Emergency School Closing Information	68
School Facilities	68
Asbestos Management Plan (All Grade Levels)	68
Food and Nutrition Services (All Grade Levels)	68
Pest Management Plan (All Grade Levels)	70
Conduct Before and After School (All Grade Levels)	70
Library (All Grade Levels)	70
Use of Hallways during Class Time (All Grade Levels)	71
School-Sponsored Field Trips (All Grade Levels)	71
Searches.....	71
Searches in General (All Grade Levels).....	71
District Property (All Grade Levels).....	72
Metal Detectors (All Grade Levels)	72
Telecommunications and Other Electronic Devices (All Grade Levels)	72
Trained Dogs (All Grade Levels)	72
Sexual Harassment	72
Special Programs (All Grade Levels)	72
Summer School (All Grade Levels)	73
Tardy (All Grade Levels)	73
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	73
Transfers (All Grade Levels)	74
Transportation (All Grade Levels)	74
School-Sponsored Trips	74
Buses and Other School Vehicles	74
Vandalism (All Grade Levels)	75
Video Cameras (All Grade Levels)	75

Visitors to the School (All Grade Levels)	75
General Visitors	75
Unauthorized Persons	76
Visitors Participating in Special Programs for Students	76
Volunteers (All Grade Levels).....	76
Withdrawing from School (All Grade Levels)	77
Glossary	78
Appendix I Student Code of Conduct.....	81
Appendix II Acceptable Use Policy.....	88
Appendix III Administrative Letters, Agreements and Policies.....	95
Appendix IV Freedom from Bullying Policy.....	113
Appendix Absence Documentation Information.....	117

Administration Office 880-1300
310 E. Market St. Fax: 880-1303
Dr. Russell Marshall, Interim Superintendent
Henry Tracy, Asst. Superintendent
Scott Hyde, Chief Financial Officer
Charity Groom, Chief Academic Officer
David Glosup, Director of Technology

Athletics Department 880-1625
Zack Hudson, Athletic Director

Maintenance Department 880-1337
Steve Templin, Director

Transportation Department 880-1690
822 W. Mason Fax: 880-1691
Randy Welch, Director

Food Services 880-1315
Kerri Bradshaw, Supervisor

Custodial Services 880-1300
John Freedom, Director Ext. 9600

Attendance 880-1600
Director Ext. 2025

Fine Arts 880-1300
Joel Weisberg, Director

Academy (AEP) 880-1600
18786 E. Highway 175 Fax: 880-1603
Candice Lemons, Coordinator

Alternative Campus (DAEP) 880-1321
309 E. Market Fax: 880-1323
Cindy Doze, Coordinator

Mabank High School 880-1600
18786 E. Highway 175 Fax: 880-1603
Michael Rowland, Principal
Amanda Planeta, Associate Principal
Chris Johnson, Assistant Principal
Jimmy Tustin, Assistant Principal

Mabank Junior High School 880-1670
822 W. Mason St. Fax: 880-1673
Michael Rowley, Principal
Dawn Boyd, Associate Principal
James Hall, Assistant Principal

Mabank Intermediate School 880-1640
513 N. Third St Fax: 880-1643
Amanda Bolton, Principal
Karmen Parker, Associate Principal
Billy McMahan, Assistant Principal

Central Elementary School 880-1380
19119 Hwy. 175 Fax: 880-1383
Nancy Clark, Principal
Andrea DeLong, Associate Principal
April Morris, Assistant Principal

Southside Elementary 880-1340
109 Paschal Dr. Fax: 880-1343
Chase Melton, Principal
Jamie Tucker, Associate Principal
Pamela Maynard, Assistant Principal

Lakeview Elementary 880-1360
306 Harbor Point Rd. Fax: 880-1363
Melanie McAllister, Principal
Rebecca Littlejohn, Associate Principal
Eric McMahan, Assistant Principal

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 Mabank ISD 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 Mabank ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mabankisd.net. 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 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 Code of Conduct or Student Handbook can be requested at Mabank ISD Administration building 310 E. Market St. Mabank, TX 75147.

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 at Mabank ISD Administration, and an unofficial electronic copy is available at www.mabankisd.net.

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: campus or district administration.

Complete and return to the student’s campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgement Form OR Acknowledgement 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 6 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 7 for more information.]

Accessibility

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

Melissa Thompson, Director of Special Programs

903-880-1300

mbthompson@mabankisd.net

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.

Student is reported to the counselor for further assessment.

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

[See **Mental Health Support** on page 52.]

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:

<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>

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.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent prohibits its use as indicated on student enrollment documents.

A parent who does not want corporal punishment administered to their child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

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.

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

A parent who does not want their 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 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: student name, photograph, date of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of their 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: name, photograph, major field of study, degrees, honors, awards, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. 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: Also see **Authorized Inspection and Use of Student Records** on page 10.

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.
- 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](#).

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 63 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.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 69 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of 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, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level. The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year. For more information about requesting an instructional material review, contact the campus principal or other administrator.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- 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 6, 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;
- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

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

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

- Legitimate educational interest may include:
- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;

- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 6 to prohibit this disclosure.]

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

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Assistant 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:

Central Elementary

Nancy Clark, Principal
19118 Hwy. 175
Mabank, TX 75147
(903) 880-1380

Lakeview Elementary

Melanie McAllister, Principal
306 Harbor Point Rd.
Gun Barrel City, TX 75156
(903) 880-1360

Southside Elementary

Chase Melton, Principal
109 Paschal Blvd.
Mabank, TX 75147
(903) 880-1340

Mabank Intermediate School

Amanda Bolton, Principal
513 N. Third St.
Mabank, TX 75147
(903) 880-1643

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

MISD

Henry Tracy
Assistant Superintendent
310 E. Market St.
Mabank, Tx 75147
903-880-1300

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 custodian of records. 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 65, **Complaints and Concerns** on page 32, 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.mabankisd.net.

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

<https://www.dodea.edu/partnership/interstatecompact.cfm>

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 principal for more information.

[See **Bullying (All Grade Levels)**, 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 **or** a neighboring district 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)

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).

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. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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.

If you have questions, please contact the district’s foster care liaison:

Central Elementary	Michele Saldana, Counselor	mrsaldana@mabankisd.net
Lakeview Elementary	Cindy Clayburn, Counselor	cmclaybu@mabankisd.net
Southside Elementary	Kelli Allen, Counselor	kdallen@mabankisd.net
Mabank Intermediate	Oliva Tarkington	oetarkington@mabankisd.net

[See **Credit by Examination for Advancement/Acceleration** on page 35 and **Course Credit** on page 35.]

A Student Who Is 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.

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.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Melissa Thompson
Director of Special Programs
310 East Market Street
Mabank, TX 75147
mbthompson@mabankisd.net
903-880-1300

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

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

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

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

Special Education Referrals

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

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

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

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

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

[Publications | Legal Framework](#)

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:

Melissa Thompson, Director of Special Programs

310 E. Market St.

Mabank, Tx 75147

(903) 880-1300

mbthompson@mabankisd.net

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:

Melissa Thompson, Director of Special Programs

(903) 880-1300

mbthompson@mabankisd.net

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 20.]

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

- [Legal Framework](#)
- [Partners Resource Network](#)
- [SPEDTex](#)
- [Texas Project First](#)
- [Parent and Family Resources | Texas Education Agency](#)

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 **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

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 18 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

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

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 an applicable subject area state assessment.

When a student age 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.
- 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 each campus is:

Central Elementary	April Morris, Assistant Principal	(903) 880-1380
Lakeview Elementary	Eric McMahan, Assistant Principal	(903) 880-1361
Southside Elementary	Pam Maynard, Assistant Principal	(903) 880-1343
Mabank Intermediate	Billy McMahan, Assistant Principal	(903) 880-1643

For any questions about student absences, parents should contact the appropriate Assistant Principal.

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.

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;
- Appearing at a government office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services,
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, with certification by a physician;
- For students in the conservatorship 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 14.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the

district. For more information, see **Telecommunications and Other Electronic Devices** on page 72 .

Compulsory Attendance-Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law. A student who is 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.

Attendance for Credit or Final Grade (All Grade Levels)

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

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 attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** on page 41 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 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 (All Grade Levels)

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: 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 (All Grade Levels)

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.

Accountability under State and Federal Law (All Grade Levels)

Mabank 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.mabankisd.net.

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 (All Grade Levels)

Campuses will award semester and/or end of year awards for attendance, grades and citizenship.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture, building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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 using any

electronic communication device, including:

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement

- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact:

Nancy Clark, Central Elementary Principal

Melanie McAllister, Lakeview Elementary Principal

Chase Melton, Southside Elementary Principal

Amanda Bolton, Mabank Intermediate

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. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. 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 completing an anonymous reporting form and placing it in a reporting box on campus.

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.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors. Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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 15.]

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 15, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36, **Hazing** on page 48, 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 (All Grade Levels)

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. 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 54.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mabankisd.net. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse.

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 36.]

Duty to Report

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). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days

- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

- Possible warning signs of emotional abuse include:
- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food

- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and 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. Some traffickers contact 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;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

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

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

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

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

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

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

The following websites include resources to help increase awareness 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](#)

Communications (All Grade Levels)

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 school registrar.

Automated Emergency Communications

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 (All Grade Levels)** on page 67 for information regarding contact with parents during an emergency situation.]

Automated Non Emergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** on page 67 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be 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.mabankisd.net. The complaint forms can be accessed *online* at www.mabankisd.net 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 (All Grade Levels)

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.mabankisd.net and the coordinator for this campus is listed below:

Central Elementary April Morris Assistant Principal 19119 Hwy. 175 Mabank, Tx 75147 903-880-1380	Lakeview Elementary Eric McMahan Assistant Principal 306 Harbor Point Rd. Gun Barrel City, Tx 75156 903-880-1360	Southside Elementary Pam Maynard Assistant Principal 109 Paschal Blvd. Mabank, Tx 75147 903-880-1340	Mabank Intermediate Billy McMahan Assistant Principal 513 N. Third St. Mabank, Tx 75147 903-880-1640
--	--	--	--

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.

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.

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

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 (All Grade Levels)

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 notify a staff member or the counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support** on page 52, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 27 and **Dating Violence** on page 36.]

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. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

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.

[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 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

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.

Students in Grades 6–12

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

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

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

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

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 at www.mabankisd.net. [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.

A [flier](#) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

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.

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 (All Grade Levels)** on page 25]

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 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 36.]

Distance Learning (All Grade Levels)

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 Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

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 (All Grade Levels)

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The Superintendent shall designate times, locations, and means for distribution of nonschool literature by students at District facilities, in accordance with this policy. [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 name of the sponsoring person or organization, and be submitted to the *superintendent* for prior review. The superintendent 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.]

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 curricular-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 (All Grade Levels)

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:

I. General Guidelines

- a. All students are to practice personal hygiene.
- b. Organizational uniforms must meet dress code.
- c. Clothing, accessories, or styles that express vulgarity, promote drugs, alcohol or tobacco, promote violence, solicit racial discord (i.e. Confederate flags) or promote gang related activity are not permitted.
- d. Clothing with slogans, suggestive or controversial designs, accessories, or styles that might create a distraction from the learning process are not permitted.

II. Hair

- a. Students are expected to keep their hair neat, well groomed, and out of their faces.
- b. Hair may not be spiked, have designs shaved next to the scalp; or be dyed or bleached a color unnatural to hair colors. Designs cut into eyebrows are also prohibited.
- c. Boy's hair must not extend below the top of a shirt collar, the middle of the ear, or below their eyebrows.
- d. Boys may not have ponytails, rat-tails, Mohawks, or faux-hawks.
- e. Mustaches and beards are not permitted. Faces must be clean shaven and sideburns must be neatly trimmed not extending below the ear.

III. Clothing

- a. All clothing must be free from holes or tears. Any repair work should be neatly patched from the inside.
- b. All shirts must be buttoned four inches from the collar unless an appropriate shirt is worn underneath.
- c. All shirts must be a reasonable length as determined by campus administration or must be tucked into a waistband.
- d. Undershirts are not acceptable as outerwear. Spaghetti strap shirts are acceptable when worn with a sleeved shirt over it or under it (layered).
- e. Tank tops are acceptable as outerwear only if straps are the width of three fingers of the child wearing the tank top.
- f. Students must wear undergarments which are not to be exposed.
- g. Girls may not wear see-through blouses unless worn with a camisole. Boys may not wear see-through shirts without an appropriate undershirt.
- h. Boys must wear sleeved shirts.
- i. Halter tops, tube tops, crop tops, backless, low-cut shirts are not permitted. Flesh may not show when both hands are raised.
- j. Miniskirts and short shorts are not allowed.
- k. Students may wear shorts/skirts hemmed to an appropriate length as defined by campus administration. Acceptable length can be defined as reaching mid-thigh or between the top of the thigh and the top of the knee.
- l. The waistband of pants and shorts must be worn at the waist and the hem should not touch the floor. Extremely baggy clothing will not be allowed.
- m. Skin-tight clothing such as dance wear, leotards, or biker shorts are only permitted as layers under appropriate clothing. Stylish jogging suits are acceptable (P.E. clothing or athletic-issued sweat-suits are not permitted unless approved by administration).
- n. Pajamas and house shoes are not permitted.
- o. Shoes must be worn at all times. Steel cleats, rubber cleats, or "Heeley" type shoes may not be worn. Students are expected to wear gym-appropriate shoes during PE or athletic periods.

IV. Accessories

- a. No head coverings of any kind, including but not limited to hats, caps, or bandanas may be worn in the building. Sunglasses are not to be worn inside the building.
- b. Earrings may be worn by girls only.
- c. Body piercings are not allowed. Tongue rings, eyebrow rings, nose rings, spacers, or any other visible piercing other than earrings on girls are not permitted. Covering an unauthorized piercing will not suffice, it must be removed.
- d. Skin decorations including permanent or temporary tattoos, symbols, words etc. must be concealed/covered at all times including athletic classes.
- e. Accessories that could be used as or considered weapons including but not limited to wallet chains and/or choke chains are not allowed.
- f. Boys may not wear finger or toenail polish

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 (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments** and **Standardized Testing**.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation**.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact:

David Glosup

Director of Technology

rdglosup@mabankisd.net

903-880-1310

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**.]

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 during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 74 for graphing calculator applications on computing devices.]

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

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

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 72 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.

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.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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.

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student 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 69, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated

assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

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

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 75.]

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

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to **20** absences not related to post-district competition, a maximum of **unlimited** absences for post-district competition prior to state, and a maximum of **unlimited** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees 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 75.]
- A maximum fee of \$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 requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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 36.]

Grading Guidelines (All Grade Levels)

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.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences** on page 65 for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

Hazing (All Grade Levels)

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, superintendent, or law enforcement official.

[See **Bullying (All Grade Levels)** on page 25 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

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 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 (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the 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 to this address:

Texas Department of State Health Services

Immunization Section, Mail Code 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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

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

Lice (All Grade Levels)

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.

Mabank ISD has adopted a “no-nit” policy, which means that any student with nits will be sent home for treatment by parents. It is important to remember that all students are subject to compulsory attendance, so quick action is critical. After treatment, students must be checked and cleared by the school nurse before returning to the classroom.

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](#) and the Centers for Disease Control and Prevention’s website [About Head Lice](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary 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. If a secondary 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.

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(All Grade Levels)** on page 53.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus that serves students in grades 5-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

Mental Health Support (All Grade Levels)

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 posttension (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.

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 3 and **Consent to Provide a Mental Health Care Service** on page 3 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 34 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 55 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 54 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.

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 **Or** at least 225 minutes of moderate or vigorous physical activity within each two-week period 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:

Lindsey Minyard

Director of Health Services

18786 E. Hwy. 175

Mabank, Tx 75147

903-880-1600 ext. 1607

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 (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.mabankisd.net for information regarding meningitis.

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 (All Grade Levels)** on page 49.]

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 (All Grade Levels)

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 at www.mabankisd.net.

[See **Celebrations (All Grade Levels)** on page 27 and policy FFAF for more information.]

Seizures (All Grade Levels)

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 20 and contact the school nurse for more information.]

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, 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 (All Grade Levels)

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

Lindsey Minyard

Director of Health Services

18786 E. Hwy. 175

Mabank, Tx 75147

Imminyard@mabankisd.net

903-880-1600 ext. 1607

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.mabankisd.net.

- 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.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Henry Tracy

Assistant Superintendent

310 E. Market St.

Mabank, Tx 75147

hctracy@mabankisd.net

(903) 880-1300

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

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. 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.mabankisd.net. During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings.

Student Wellness Policy/Wellness Plan (All Grade Levels)

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:

Lindsey Minyard

Director of Health Services

18786 E. Hwy. 175

Mabank, Tx 75147

lmminyard@mabankisd.net

903-880-1600 ext. 1607

Homework (All Grade Levels)

Homework is a part of the instructional process that begins in the classroom, extends into the home and provides a way for parents to become aware of the instructional program and their child's educational progress. The amount of homework assigned depends upon the age and abilities of the students. Students may be asked to practice skills, which need further development, learn spelling words or collect materials for a special project. Usually, it is best to wait until a student returns to school to get work missed during an illness.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who 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 (All Grade Levels)

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.

Parent consent is required 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 picks the student up from campus. 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 may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

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

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

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

At Any Other Time during the School Day Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. 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 (All Grade Levels)

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 23.] 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.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students placed in DAEP will have the same opportunity to make up coursework as outlined from their home campus.

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

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 (All Grade Levels)

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 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:

Henry Tracy

Assistant Superintendent

310 E. Market St.

Mabank, Tx 75147

hctracy@mabankisd.net

(903) 880-1300

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:

Melissa Thompson

Special Programs Director

310 E. Market St.

Mabank, Tx 75147

(903) 880-1300

- For all other concerns regarding discrimination, see the Assistant superintendent:

Henry Tracy

(903) 880-1300

Nontraditional Academic Programs (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Mabank ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the

district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, 68 the Boy Scouts Act, and Title. 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: Henry Tracy.

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 kind of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Melissa Thompson, Special Programs Director, 310 E. Market St. Mabank, TX 75147 (903) 880-1331.
- For all other concerns regarding discrimination: See the superintendent, Dr. Russell Marshall, 310 E. Market St Mabank, TX 75147 (903) 880-1302. [See policies FB, FFH and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

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 34.]
- 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 65.]
- Becoming a school volunteer. [See **Volunteers** on page 78 and policy GKG for more information.]

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 57 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 wellbeing.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 4th Monday of each month at **7:30 p.m. at Mabank Administration Building 310 E. Market Street in the Board Room**. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at **Mabank Administration Building** and online at www.mabankisd.net
- [See policies BE and BED for more information.]

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 10.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt 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.

Prekindergarten—Grade 3

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

Elementary and Middle/Junior High Grade Levels

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. [See **Standardized Testing** on page 65.] Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director. A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. 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.

For the 2023-2024 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 2022-2023 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.

Repeating Pre-kindergarten -Grade 8 at Parent Request

A parent may request in writing that a student repeat pre-kindergarten or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus** on page 59.]

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

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 75 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 62 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 47 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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

Required State Assessments

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

Standardized Testing for a Student Enrolled Above Grade Level

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.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

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

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.

School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. 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.

[See the campus principal and policy EIF(LEGAL) for more information.]

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.

Failure to Perform Satisfactorily on a STAAR Assessment or EOC Assessment

If a student in grades 3–8 does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer. The district will provide transportation for supplemental instruction. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. An accelerated learning committee (ALC), which includes the student's parent, will be developed to implement an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

[See the campus principal and policy EHBCA (LEGAL)FEA(LEGAL) for more information.]

Safety (All Grade Levels)

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.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- 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 at <http://www.anonymoualerts.com/>
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

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, including 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. State law requires parents to update contact information within two weeks after the date the information 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:

WBAP – AM 820 KLTV- Tyler KCKL – FM 95.9 WFAA – Channel 8 KXAS – Channel 5

[See **Parent Contact Information** on page 31 **Automated Emergency Communications** on page 31.]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the 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:

Steve Templin, Director of Maintenance

903-880-1337

Food and Nutrition Services (All Grade Levels)

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

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:

Karrie Bradshaw, Child Nutrition Supervisor

(903) 880-1315

[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.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity."

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339."

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. Email:

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture. (<https://www.texasagriculture.gov/Home/Contact-Us>) which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 51 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns and discrimination.

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

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, 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:

Steve Templin, Director of Maintenance

(903) 880-1337

Conduct Before and After School (All Grade Levels)

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 (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of

view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. A district employee or parent may request the reconsideration by submitting a reconsideration of library material request on a form available on the District's website.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

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.

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.] The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

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.

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 (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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 (All Grade Levels)

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

Any searches of personal 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 42 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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 36.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, 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:

Charity Groom

Chief Academic Officer

310 E. Market St.

Mabank, Tx 75147

clgroom@mabankisd.net

(903) 880-1307

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.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: all school events at which a student is to publicly speak. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

Summer School (All Grade Levels)

Mabank ISD provides various opportunities for students during the summer months. Summer opportunities are limited to accelerated activities for students in grades 4th through 12th for not mastering the designated state mandated tests. Credit recovery is offered to students in grades K-12. For additional information, contact the counselor or a campus administrator.

Tardy (All Grade Levels)

Tardy Disciplinary Action:

- 1-3 – No disciplinary action
- 4th – lunch detention
- 5th – after school detention
- 6th – 2 days of after school detention
- 7th – Saturday School
- 8th and above – Administrative Discretion

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

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. [For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

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 (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

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 (All Grade Levels)** on page 72.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students at no cost to the student address on record. With respect to safety and efficiency the Transportation department may require common stops for multiple student access in areas with narrow roads and/or areas with increased ridership. Guest riders are not allowed.

Bus routes and stops will be designated annually. Pickup and Drop off locations must be the same. 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 also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route.

For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact MISD Director of Transportation, Randy Welch at 903-880-1690.

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.

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

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked. [See the **Student Code of Conduct** for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, 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 campus principal or Mabank ISD Police Chief Joey Rich at 903-8801615. [See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 6 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- First report to the main office, and comply with all applicable district policies and procedures.
- All visitors should be prepared to show identification.
- Exit the school at the primary entrance and have all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property,

Individuals may visit classrooms or observe virtual instruction 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.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

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 (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

Business, Civic, and Youth Groups

A campus principal shall have the authority to offer a representative of a patriotic society an opportunity to speak to students during regular school hours about membership in the society.

The principal shall have discretion over the date and time of such visits and is authorized to limit this opportunity to a single school day and to limit a presentation by a patriotic society to ten minutes in length.

If you are interested in volunteering, please contact:

Campus Principal

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.

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 (All Grade Levels)

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, including **supplemental instruction**, is an intensive educational 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. Accelerated instruction may be provided by assignment of a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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.

Emergent Bilingual Student refers to a student of limited English proficiency. Other related terms include English Learner, English Language Learner, and Limited English Proficient Student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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 pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for 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.

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that Emergent Bilingual Students 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.

Mabank Independent School District

310 East Market St.

Mabank, Texas 75147

903/880-1300

Appendix I

STUDENT CODE OF CONDUCT

Students in Mabank Independent School District are responsible for conducting themselves properly in a manner appropriate to their age and level of maturity.

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being properly dressed.
4. Showing respect toward school property and others.
5. Behaving in a responsible manner.
6. Paying required fees and fines, unless they are waived.
7. Refraining from violations of the Student Code of Conduct.
8. Obeying all school rules, including safety rules.
9. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff in investigation of disciplinary cases and volunteering information relating to a serious offense.

Mabank Independent School District has authority and control over its students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location.

The district's code of Student Code of Conduct applies to all school-sponsored and school-related activities, on or off campus. Students who violate these rules will be subject to disciplinary action and, when appropriate, will be referred to legal authorities for criminal prosecution for violation of law.

GENERAL MISCONDUCT VIOLATIONS

Students at school or school-related activities are prohibited from:

1. Cheating or copying the work of another.
2. Throwing objects that can cause bodily injury or damage to property.
3. Leaving school grounds or events without permission from school personnel in charge.
4. Directing profanity, vulgar language, obscene gestures, or swearing toward other students, teachers, other school employees, or visitors.
5. Insubordination, such as disobeying directives from school personnel or school policies, rules, and regulations.
6. Playing with matches or fire.
7. Stealing from students, staff, or the school.
8. Damaging or vandalizing property owned by other students, district employees, or the district.

9. Disobeying school policies and regulations about conduct on school buses.
10. Fighting, committing physical abuse, threatening physical abuse or assault.
11. Committing extortion or coercion, or blackmail; that is, obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the show of force or threat of force.
12. Verbal abuse, that is: name-calling, making ethnic or racial slurs or derogatory statements addressed publicly to others that may substantially disrupt the school program or incite violence.
13. Possessing, distributing, or accessing pornographic, nude or partially nude, obscene, lewd, or indecent materials in any media format.
14. Engaging in inappropriate physical or sexual conduct disruptive to other students or the school environment.
15. Possessing, smoking, or using tobacco products.
16. Behaving in any way that disrupts the school environment or educational process.
17. Possessing a paging device, including cellular telephones.
18. Bullying, harassment, and making hit lists.

Students who violate the Student Code of Conduct are subject to disciplinary action.

- General misconduct listed above in items 1-18 may result in behavior management techniques appropriate to grade level and age of student including in-school suspension, loss of privileges, detention, time-out, conferences, sending student to office, corporal punishment, suspension from school, formal removal of student from classroom, or Disciplinary Alternative Education Placement (D.A.E.P.)
- State law requires that the Student Code of Conduct violation be reported to the principal or assistant principal, who must send notification to the parent or guardian within 24 hours of receiving the teacher's report.

REMOVAL TO A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

(D.A.E.P)

A student shall be removed from class and placed in an alternative education program if the student engages in conduct punishable as a felony or commits the following on school property, within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct that contains the elements of the offense of assault under section 22.01 (A)(1)(2)(3) of the Penal Code.
2. Engages in conduct that contains the elements of the offense of terroristic threat under section 22.07, Penal Code.
3. Sells, gives, or delivers to another person or possesses or uses or is under the influence of:
 - Marijuana or a controlled substance, as defined by Chapter 481. Health and Safety Code, or by 21 U.S.C. Section 801 ET Seq., or

4. Sells, gives, or delivers to another person or possesses or uses an e cigarette as stated in HB 114 in accordance with Mabank ISD District of Innovation Plan
 - A dangerous drug, as defined by Chapter 483, Health and Safety Code.
5. Possesses, uses, is under the influence of, sells, gives, or delivers an alcoholic beverage; commits a serious act or offense while under the influence of alcohol, if such conduct is not punishable as a felony offense. (School related felony alcohol offenses are addressed in the expulsion section of this Student Code of Conduct.)
6. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Sections 486.031 through 485.035, Health and Safety Code, or relating to volatile chemicals under Chapter 484, Health and Safety Code.
7. Engages in conduct that contains the elements of the offense of Public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08 Penal Code.
8. Engages in conduct that contains the elements of the offense of retaliation under Section 36.06, Penal Code, against any school employee TEC 37.006.
9. Is a member of, pledges to become a member of, joins, or solicits another person or pledge to become a member of an unauthorized public school fraternity, sorority, secret society, or gang.
10. Students must be placed in a DAEP if, based on conduct defined as a felony offense under Title 5 of the Penal Code, they receive deferred prosecution, are found by a court or jury to have engaged in delinquent conduct, or the superintendent or designee reasonably believes the student has engaged in conduct defined as a felony under Title 5. (Title 5 pertains to Offenses Against Persons and includes offenses of criminal homicide, kidnapping and false imprisonment, sexual offenses, and assaultive offenses.)
11. Mabank ISD has permission to remove a student to a **DAEP** for off-campus conduct when the superintendent has a reasonable belief that the student has engaged in felonious conduct, other than a Title 5 offense, and the superintendent believes the student's continued presence in the regular setting threatens the safety of other students or teachers and will be detrimental to the educational process.

Other forms of misconduct may be considered for removal to the Disciplinary Alternative Education Program (D.A.E.P).

In an emergency the principal or designee may order the immediate placement of a student in a Disciplinary Alternative Education Program (D.A.E.P) when the student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the class, with learning, or the operation of the school.

The duration of a student's placement in a Disciplinary Alternative Education Program (D.A.E.P) will be determined by the superintendent, or administrative designee.

The terms of a placement in a Disciplinary Alternative Education Program under this section must prohibit the student from attending or participating in a school-sponsored or school-related activity.

PLACEMENT OF STUDENTS WITH DISABILITIES

The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee for Disciplinary Alternative

Education Programs (D.A.E.P.). A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes if the student does not also meet the criteria for alternative placement in Section 37.006(s) at 37.007(a). Tex. Ed. Code Sec. 37.004

SUSPENSION

- The principal or other appropriate administrator may suspend a student who engages in conduct for which the student may be placed in a Disciplinary Alternative Education Program (D.A.E.P.)
- A suspension may not exceed three school days. (Texas Education Code 37.005)
- Suspensions will prohibit the student from attending or participating in a school-sponsored or school-related activity during the period of suspension.

CONDUCT RELATED TO EXPULSION

At the discretion of Mabank I.S.D. a student **MAY** be expelled for:

1. Criminal mischief, if punishable as a felony whether committed on or off school property. (Penal Code 28.3)
2. Serious or persistent misbehavior of the student, while in a Disciplinary Alternative Education Program (D.A.E.P.) continues to violate the Student Code of Conduct.
3. Drug and alcohol offenses that are not punishable as a felony.

A student **MUST** be expelled from school if the student, on school property or while attending a school-sponsored or a school-related activity on or off of school property:

1. Uses, exhibits, or possesses:
 - A firearm as defined by Section 46.01 (3), Penal Code,
 - An illegal knife as defined by Section 46.01 (6), Penal Code,
 - A club as defined by Section 46.01 (1), Penal Code and
 - A weapon listed as a prohibited weapon under Section 46.05, Penal Code 2.Engages in:
 - Aggravated assault as defined by Section 22.02, Penal Code,
 - Sexual assault as defined by Section 22.011, Penal Code,
 - Aggravated sexual assault as defined by Section 22.021, Penal Code,
 - Arson as defined by Section 28.01, Penal Code
 - Murder as defined by Section 19.02, Penal Code,
 - Capital murder as defined by Section 19.03, Penal Code
 - Criminal attempt to commit murder or capital murder as defined by Section 15.01, Penal code,
 - Indecency with a child as defined by Section 21.11, Penal Code, and
 - Aggravated kidnapping as defined by Section 20.04, Penal Code.
3. Engages in behavior related to an alcohol or drug offense that could be punishable as a felony.

4. Engages in conduct that contains the elements of any offense listed in 1 through 3, against any employee in retaliation for or as a result of the employee's employment with a school district.

State and federal law require the student to be expelled from a student's regular campus for a period of at least one calendar year for bringing a firearm to school.

If a student younger than 10 years old is expelled for a firearm offense, in accordance with federal law, the district must provide services in a DAEP.

Expelled students are prohibited from being at school-related activities during the period of expulsion.

No Mabank I.S.D. academic credit will be earned for work missed during the period of expulsion.

In the event a student is expelled, the teacher/staff member involved in the offense will be present at the expulsion meeting.

REMOVAL OF STUDENT FROM CLASSROOM BY TEACHER

A teacher **MAY** remove from class a student:

1. If documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

A teacher **SHALL** remove from class and send to the principal a student who engages in conduct identified for placement in a Disciplinary Alternative Education Program (D.A.E.P.) or expulsion.

Following a teacher removal the principal may place the student:

1. In another appropriate classroom,
2. Into in-school suspension, or
3. Into a Disciplinary Alternative Education Program (D.A.E.P.)

The student may be returned to the original class only:

1. By teacher consent, or
2. By the Placement Review Committee (P.R.C.)

The terms of the removal shall prohibit the student from attending or participating in school-sponsored or school-related activities during the removal period.

EMERGENCY PLACEMENT OR EXPULSION

1. Immediate placement of a student in the Disciplinary Alternative Education Program (D.A.E.P.) is permitted if the principal or the principal's designee responsibly believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of

the student's classmates to learn, or with the operation of school or a school-sponsored activity.

2. Immediate expulsion of a student is permitted if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

At the time of an emergency placement or expulsion:

1. The student shall be given oral notice of the reason for the action.
2. Within a reasonable time after the emergency placement or expulsion, the student shall be accorded the appropriate due process as required under Section 37.009.
3. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services, the term of the student's emergency placement or expulsion is subject to the requirements of 20 U.S.C. Section 1415 (E)(3) and 34 C.F.R. 300.513

Appendix II



Mabank ISD

Acceptable Use Policy

Purpose

The Mabank Independent School District furnishes an array of technology resources in order to advance its vision for 21st century learners. The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes. Resources include, but are not limited to, the Internet, system network, personal computers, mobile devices, telecommunication tools, and educational software. All users – students and staff – are expected to exercise sound judgment and personal responsibility in the use of district resources. The District's policies, guidelines, support, and training are intended to promote an effective, safe, productive, and instructionally sound educational environment.

Availability of Access

Access to the District's Electronic Communications System is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies ([See TASB Policy DH, FNC, FNCJ, FO, and the Student Code of Conduct](#)). **Any user identified as a security risk or having violated District and/or campus computer-use guidelines may be denied access to the District's system.** Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Administrative Regulations for Electronic Communication and Data Management

The District's system will be used only for administrative and educational purposes consistent with the District's mission and goals. Commercial use of the District's system is strictly prohibited. Copyrighted software or data may not be placed on any system connected to the District without permission from the holder of the copyright. Only the owner(s), or individuals specifically authorized by the owner, may upload copyrighted material to the system.

Disclaimer of Liability

The District shall not be liable for user's inappropriate use of electronic communication resources or violations of copyright restrictions, user's mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

Monitored Use

Use of all district resources and electronic mail transmissions by students and employees should not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.

Individual User Responsibilities (Acceptable Use)

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements, consistent with the purposes and mission of the District and with law and policy governing copyright. ([See TASB Policy FNCE](#)) The MISD reserves the right to inspect and/or remove data, email, or files without prior consent of system users.

The following standards will apply to all users of the District's electronic information/communications systems:

- The individual in whose name system accounts are issued shall be responsible at all times for its proper use.
- Users may not access or employ another person's system account without written permission from the campus administrator or district coordinator, as appropriate.
- Users may not engage in searching, viewing, or uploading any content that is offensive, pornographic, or connected to illegal activity. Unintended connection to prohibited content should be reported to the appropriate teacher or supervisor immediately.
- System users are expected to abide by all copyright laws and regulations. Users may not possess, share, or redistribute unauthorized, copyrighted programs or data without the written permission of the copyright holder or designee. Such permission must be specified in the terms of use or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations. System users are responsible for determining whether a program is in the public domain.
- System users are expected to refrain from plagiarism and shall properly cite sources.
- Users are allowed limited personal use of technology resources as long as it does not interfere with or burden the district's educational mission.
- The MISD is not responsible for loss of data or files. It is the responsibility of individual users to backup files to an external hard drive or server.
- Users are not permitted to utilize the district's system for gaming, instant-messaging, social networking, or to download or stream personal music or videos.
- Where music or videos are necessary to support educational goals, users should take measures to avoid live streaming, which places a burden on the system.
- Any downloads should be pre-approved and should support the district's educational mission.
- District resources may not be used for private or monetary gain.
- Users should not use the district's system to forward personal, political, religious, or objectionable content.
- Users should never attempt to circumvent the district's filtering software to access objectionable material or to encrypt communication to avoid review.

- Paid streaming applications are blocked with the exception of YouTube per executive administration.

Vandalism Prohibited

Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution of costs associated with system restoration, hardware, or software costs.

Forgery Prohibited

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Attempts may lead to possible disciplinary action.

Information Content/Third Party Supplied Information

System users and parents of students with access to the District's system should be aware that use of the system may provide access to other electronic communications systems on the global electronic network that may contain inaccurate and/or objectionable material.

A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or a revocation of privilege on the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

Network Etiquette

System users are expected to observe the following network etiquette:

- Use of the District's network or systems is intended for educational purposes only.
- The District's network is a non-private entity. Users should remain mindful that all activity can be viewed globally and will leave a digital footprint.
- All users are expected to maintain appropriate network decorum.
 - Never send, or encourage others to send abusive messages. Inappropriate language -- profanity, vulgarity, use of ethnic or racial slurs, and any other inflammatory language -- is prohibited.
 - Transmitting obscene messages or pictures is prohibited.
- At no time should use of the network create a disruption to the District's educational mission.
- Respect privacy. Revealing others' personal addresses, phone numbers, user IDs, passwords, or files is prohibited.

- Any data or communication placed on district equipment will become the property of Mabank ISD.

Electronic Mail Guidelines

The software and hardware that provides district email capabilities has been publicly funded and should not be considered a vehicle for private, personal communication. **The content of all district email communication is governed by the *Open Records Act*. The Mabank ISD will cooperate with and abide by any legal request for access to email contents by the proper authorities.**

Email access is provided as a normal operating tool for any employee to perform their job. Individual staff email addresses will be shared with interested parents and community members who request to communicate with staff for educational purposes. Email addresses are made public through the campus web page.

System users must purge electronic mail in accordance with established retention guidelines. Employees are expected to return email communications to parents or other public members who have a legitimate business requests within 24 hours whenever possible. Requests for information from outside agencies should be handled in a manner consistent with previous experience in working with similar requests.

Requests for staff or students' personal information should not be honored via email.

- It is critical for a personal contact to be made with any individual requesting personal information. This relates particularly to any requests for student grades, discipline, attendance, enrollment status, dates of birth, photos or other likenesses, or related information. In addition, security information such as username or password should not be sent via email for any reason.
- Employee management of student information must comply with the *Family Educational Rights and Privacy Act (FERPA)*.

Principal approval is required before sending messages to an entire campus.

Superintendent approval is required before sending messages to the entire district.

Do not forward messages that have no educational or professional value.

Never open attachments from unknown sources.

- Attachments to email messages should include only data files. At no time should program files (typically labeled “.exe”) be attached.
- Program files received as attachments over the Internet may include viruses or other very destructive capabilities once they are executed. Delete such email message immediately without saving or looking at the attachment.

Email format should include a signature footer including name, position, affiliation, and internet address (if applicable).

Messages relating to or in support of illegal activities must be reported to the authorities. Impersonating others is considered inappropriate.

Blogging

Any blog that creates a material or substantial disruption to the educational environment, regardless of the origin of the blog, is prohibited. Situations that may amount to a material and substantial disruption include but are not limited to:

- A published threat toward a student, teacher, administrator, or other school employee.
- Blog postings that call for the violation of laws or school rules.
- Staff or students who post on their personal blogs during school time.
- Students who use school resources to publish or view a blog that is not school sponsored.
- Publishing false statements or rumors about others that can damage reputations and lead to defamation of character.

MISD Consequences

Student violation of Acceptable Use policy may result in disciplinary action, including but not limited to the following:

- Loss of computer or network privileges. Duration shall be set by the building Principal in collaboration with the Director of Technology.
- Detentions
- In-School Suspension
- Suspension
- DAEP Placement
- Expulsion
- Financial responsibility for all costs associated with system restoration, including labor, hardware or software repair/replacement, and restoring the integrity of data.
- Criminal charges

Termination/Revocation of System User Account

The District may suspend or revoke any system user's access to the District's system upon violation of District policy and/or administrative regulations regarding acceptable use.

Termination of employee's account or of a student's access will be effective on the date the Principal or District coordinator receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions of

services performed by, or that the information or software contained on, the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's Electronic Communication System.

Revised January
2024

Appendix III

August 2024

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the MISD emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to WBAP 820 AM, KCKL 95.9 FM, K00I 106.5 FM, or KLTU 94.9 FM for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on KXAS Channel 5, KLTU Channel 7, WFAA Channel 8, KDFW Channel 4. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunions located on campuses. In the event that MISD Superintendent issues a campus evacuation order, students will be transported by MISD school buses to a designated safe location. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural

disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Dr. Russell Marshall
Superintendent Mabank ISD

Bus Rider's Safety

General Safety Rules

1. Obey the instructions of the bus driver/monitor. At no time will a student act, or address comments to a bus driver/monitor in a disrespectful manner, or refuse to cooperate with the driver/monitor.
2. Board and leave the bus at designated stops only.
3. Only students who are eligible to ride may be transported and must ride their assigned bus.
4. It is the responsibility of the parent to provide transportation to school if a child misses the bus. We recommend that you have an alternative plan with your child if this occurs.

Procedure for waiting for the Bus

1. Be at your bus stop five minutes before scheduled pickup time. Driver will not wait or honk.
2. Stand on the sidewalk or back from the roadway while waiting for the bus.
3. When the bus approaches, form a line and be prepared to load immediately.
4. Stand clear of the bus until it comes to a complete stop.
5. If you miss the bus, immediately go to your alternative plan.
6. Parents should instruct their children on what procedures to follow if the bus is missed.
7. Students will abide by the individual school's rules and regulations concerning bus students, including conduct and dress code.

Loading the Bus

1. Do not push or shove.
2. Use the handrail and steps.
3. Go to your seat. Sit down as soon as possible.

Getting off the Bus

1. Stay seated until the bus is completely stopped.
2. Use the handrail and take one step at a time when leaving the bus.
3. Wait for your turn to leave the bus, pushing and crowding will only slow exiting, and may cause an accident.
4. Stay clear of the bus when the engine is started, do not chase or hang on to the bus at any time.
5. If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

Crossing the Street or Highway

1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 12 feet in front of the right bumper and wait for the driver to signal that it is safe to cross.

2. Check in both directions and walk directly across the road.
3. Never cross the road behind the bus.
4. **Caution!** Be alert for the vehicles that do not stop when the bus is loading or unloading.

Conduct on the Bus

Riding a school bus is a privilege provided by the school district and should be treated as such.

1. The driver/monitor has the same authority, responsibility, and concern over each child who rides the bus as a teacher has in the classroom. Students must obey the driver/monitor promptly.
2. Each student will have an assigned section on the bus. The driver or monitor will make this assignment. For disciplinary reasons, the driver/monitor has the authority to assign a specific seat on the bus.
3. Each student will be expected to remain seated for the duration of the trip and remain seated until the bus comes to a complete stop.
4. Students will not be allowed to eat on the buses.
5. Throwing trash or other debris on the floor is prohibited.
6. Students shall not extend any part of the body, clothing, or other articles out of the window of the bus.
7. No articles of any kind shall be thrown, pitched or shot within the bus or out of the window.
8. Students shall not carry or consume intoxicating beverages or drugs of any kind on the bus.
9. Scuffling, fighting, and the use of obscene, vulgar, or profane language or gestures are forbidden.
10. At no time will a student act or address comments to a driver/monitor in a disrespectful manner, or in any manner harass or distract the driver.
11. Students shall not write upon, disfigure, or destroy any part of the school bus. Any damage to the bus should be reported at once to the driver. Any damage to a bus is chargeable to the parents of the student responsible for the damage.
12. Students shall not carry weapons, knives, fireworks, or any other article not allowed on school property.
13. Animals shall not be carried on the school bus.
14. Students shall not yell, scream, or whistle while on the bus. Outside of ordinary conversation, classroom conduct is to be observed.
15. Students should always be at their designated stop when the bus arrives. The driver will not wait on students who are habitually late.
16. After boarding a bus either morning or afternoon, a student will not be allowed to leave the bus until their designated stop.
17. When entering or leaving the bus, students shall follow the instructions of the driver/monitor who cares for the safety of the students.
18. The emergency door will not be used except for emergencies.

19. A student creating problems for the bus, while loading or unloading, will be reported to an administrator who will administer discipline.
20. Parents of students should share with the school officials the responsibility for student conduct at bus stops until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.
21. Students who damage property or misbehave in such a manner that the safety and welfare of others is jeopardized may be subject to being suspended from school.

Prohibited items:

1. Tobacco
2. Live animals or insects
3. Glass containers
4. Alcoholic beverages
5. Weapons, explosive devices, harmful drugs or chemicals
6. Any object too large to be carried by the student. All other items must be kept on the student's lap at all times.
7. Matches or cigarette lighters.
8. Food or drinks (no eating or drinking on the bus is permitted)

Accidents or Emergencies

1. Follow the driver's instructions.
2. If you must leave the bus, stay in a group.
3. The following procedures will be used for evacuation in an emergency situation:
4. The student nearest the door will open the door and hold it open.
5. Leave the bus in a single file as quickly and quietly as possible. Leave all personal items on the bus. (books, bags, handbags, etc.)
6. Evacuation will start with the seat closest to the door.
7. Once outside the bus, follow the driver's instructions completely.

Extra-Curricular Trips

1. Bus rider rules apply to all school- sponsored events.
2. Discipline will be the responsibility of the building principal and the trip sponsor.
3. The bus must be clean when returning from the trip.

Discipline

The school bus is an extension of the classroom. The transportation department will administer discipline. If necessary the transportation director will seek assistance from principals and/or resource officers. All misconduct will be documented and shared with parents and/or guardians prior to removal from the bus. **All school board policies** that apply to student conduct and other student related activities **apply to the school bus.**

NOTE: WHEN A STUDENT IS SUSPENDED FROM ONE BUS, HE/SHE IS SUSPENDED FROM ALL BUSES.

A parent conference may be called at any time with the transportation director and/or bus driver, should serious misconduct occur.

SCHOOL BUS RIDER FORM
2024-2025

Student's Name (Please Print)

Parent's Signature

Address (Please Print)

Home Telephone

Work Telephone

Information in the case that we are not able to contact parent or guardian:

NAME	PHONE #

School: _____ Grade: _____ School Bus#: _____

MABANK I.S.D. USES VIDEO CAMERAS TO OBSERVE CONDUCT ON THEIR SCHOOL BUSES

Mabank ISD Parent Involvement Policy

Parent Involvement Policy Development

The Mabank ISD SBDM Committee is composed of parents, members of the community, teachers, a campus level administrator, and the district superintendent or designee. This committee will discuss the design and implementation of the Mabank ISD Parent Involvement Policy.

The SBDM Committee will actively recruit volunteers for the advisory committee through various avenues of publicity. Committee selections will produce a diverse parent population that will include all student groups serviced by the district. Meetings will be planned at convenient times and locations for all members of the committee.

Annual Meeting for Title I Parents/Caregivers

Mabank ISD uses Title I funds to provide school-wide services for all students. Mabank ISD will hold at least one meeting annually to review Title I guidelines and services offered through the district. Copies of the district's current Parent Involvement Policy and the Mabank ISD Parent-Student Compact (distributed through student handbooks) will be reviewed at the meeting. Parents will be encouraged to become involved in the revising and updating of the policies necessary and parent volunteers will be recruited for the various district committee appointments.

The meeting will be held at a convenient time and location; notice of the meeting will be provided through written invitations to parents/caregivers (campus newsletter and/or take home notes) and through public notices.

Parent-Student Compacts

In accordance with Title I regulations, each Mabank school will be required to develop and annually update a parent-student compact. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers, and staff will share responsibility for promoting student achievement.

The compacts are designed so that both the student and his/her parents can sign the compact. Students and parents are encouraged to discuss the contents of the compact; they are also encouraged to sign that they are in agreement with the compact and return them to the school.

NOTE: Parents and/or students are not required to return the compacts to the school.

Parental Involvement Opportunities

Mabank ISD will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students:

- Spanish translators will be provided for parents when needed.
- Information will be provided in Spanish when needed.
- Parents may contribute through volunteer programs.

- Parents may contribute by creating a supportive home environment.
- Parents are invited to participate in parent-teacher conferences.
- Parents are invited to help plan and conduct parties and field trips.
- Parents may participate by attending school meetings (PTO, Title I, planning sessions, and student programs).
- Parents are invited to serve on committees.
- Parents are surveyed to get their input about school.
- Parents are invited to participate in planning meetings.
- Parents are invited to eat meals with their children.

Staff and Parent Communication

Parents/caregivers will be informed of school activities through various avenues of communication throughout the school year; they will be consulted in the design, development and implementation of the Title I program. Parents will be invited to participate in workshops and staff development programs will be tailored to meet the unique student and parental needs of the Mabank ISD community.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, written notices

and the Mabank ISD Website at www.mabankisd.net will be used to establish and maintain open lines of communication with parents/caregivers.

Mabank ISD staff members will be trained in positive communication activities as well as effective ways to work with parents, students, and members of the community. Teachers and administrators will maintain a record of parent contacts throughout the school year.

At the beginning of each year, each teacher will communicate the learning goals and objectives to parents of each of their students. All students will be expected to work toward mastering these goals and objectives. Mabank ISD recognizes the fact that some students will need modifications, accommodations, and/or extra assistance to achieve their full potential; these will be provided to students through the Title I Program and/or other educational services offered throughout the district or through district contacts.

In addition per NCLB Compliance:

- Parents have the right to request information regarding the professional qualifications of his/her child's classroom teachers.
- Parents will be provided information on the level of achievement of the parent's child in each of the required state academic assessments.

- Parents will be notified in a timely manner if their child is taught for four or more consecutive weeks by a teacher who is not highly qualified.

Evaluation

The SBDM Committee will review and evaluate all aspects of the parent involvement program. Parent surveys including questions about the effectiveness of the program will be distributed and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kind of interaction between schools and parents. The SBDM Committee will revise the district Parent Involvement Policy based on the results of the annual review.

NOTICE TO PARENTS
2024-2025

Please read carefully.

Parents/guardians must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate Mabank I.S.D. disciplinary policy. Parents/guardians should also notify the school within 10 days of receipt of the handbook if they object to the release of directory information on their children.

Please read, sign and return this form to your child’s teacher:

“I understand and consent to the responsibilities outlined in the District’s Student Code of Conduct. I also understand and agree that my child,

_____, will be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school sponsored and school related activities. These include school sponsored travel and activities regardless of time or location. I understand that any student who violates the Student Code of Conduct is subject to disciplinary action, up to and including referral for criminal prosecution for violations of law.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information on my child will be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information within 10 school days of the time this Handbook was issued to my child. I have marked through the items of directory information listed above that I wish the District to withhold about my child.

Signed: _____

Date: _____

2024-2025

SCHOOL-PARENT COMPACT

Central Elementary, Lakeview Elementary, Southside elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2024-2025.

School Responsibilities

Mabank Elementary Schools are committed to provide high-quality curriculum and instruction in a supportive and effective learning environment. The schools address the importance of communication between parents on an ongoing basis through:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences, at least annually, during which the individual child's achievement is discussed;
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Student Responsibilities

While the effort of the school and parents are necessary, it is the child that must realize the importance and become the center of the partnership. Your child's commitment is the key to the entire process. The commitment from your child may be assured by specifically:

- Attendance
- Listen and Question
- Complete school assignments
- Respect all adults as well as fellow students

Parent Responsibilities

Parents are their child's first and lifelong teacher. The impact that you, as a parent, make is everlasting. Parents appear in many different faces-grandparents, aunts, uncles, step-parents, even older brothers and sisters. Ways in which parents will be responsible for supporting their child's learning will in these ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

Parent(s)

Student

Date

Date

2024-2025

Trato de Escuela-Padre

El Distrito de la escuela de independete de Mabank asegura que cada escuela elemental sirvió bajo Fondos Federales Titula I, Parte A, desarrollara con padres, un padre de escuela comprime que resume en un mínimo como actúa como padre, el personal entero de la escuela y estudiantes compartirán responsabilidad para el logro mejorado de estudiante, y para los medios por de parte del escuela y los padres desarrollaran una asociación para ayudar a niños logran nuestros estándares altos del estado.

Responsabilidad de la Escuela

Las Escuelas de Mabank se cometen para proporcionar el plan de estudios y instrucción de alta calidad en un ambiente sostenedor y efectivo que aprende. La escuela dirige la importancia de comunicación entre los maestros y padres en que va por, en un mínimo-

- Las conferencias de padres y maestros, por lo menos anualmente, durante que el logro individual de niños se discuten
- Frecuenta los informes a padres en su progreso de niño
- El acceso racional para proveer, las oportunidades de ofrecerse y tomar parte en su clase de niño, y la observación de actividades de aula

Responsabilidad de Padre

Los padres son su primer maestro de toda la vida de su niño. El impacto que usted de padre le marca a su niño es eterno. Los padres aparecen en muchos diferentes de caras-abuelos, tías, tíos, padres de paso, o hermanos y hermanas mayores. Las maneras en que aprende en un mínimo son-

- Asegura y controla su asistencia de niño
- Asegura la terminación de la tarea de su niño
- Controla cuánto televisión mira su niño
- Servir como voluntario en la clase de su niño
- Participa, cuando apropiada, en la relación de decisiones a la educación de su niño y el uso positivo de tiempo fuera del programa de estudios.

Responsabilidad de Estudiante

Mientras el esfuerzo de la escuela y padres es necesario, es el niño que debe darse cuenta la importancia y llegar a ser el centro de la asociación. Su compromiso del niño es la llave al proceso entero. El compromiso de su niño se puede asegurar, en un mínimo por-

- Asistencia
- Escucha y pregunta
- Completa las tareas de escuela
- Respeta todos adultos así como los estudiantes. Aseguro mi compromiso con mi firma.

de Padres Firma

Fecha

del Estudiante Firma

Fecha

Mabank Independent School District
STUDENT CONTRACT for PARTICIPATION in
MISD'S ELECTRONIC COMMUNICATION SYSTEM

DIRECTIONS: After reading the MISD Network Acceptable Use Guidelines, please read and complete the appropriate portions of the following contract. The signature of a parent or guardian is required.

STUDENTS:

Student Name (Please print): _____

School: _____ **Grade:** _____

I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. I understand that violating the provisions may result in suspension or revocation of system access.

Student Signature: _____ *Date:* _____

SPONSORING PARENT OR GUARDIAN:

I have read the District's electronic communications system policy and administrative guidelines. In consideration for the privilege of using the District's electronic communications system, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, inability to use, the system, including, without limitation, the type of damage identified in the District's policy and administrative regulations.

Signature of parent or guardian: _____

Home Address: _____

Home phone number: _____ **Date:** _____

Appendix IV

Mabank Independent School District Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [insert a link to policy code FFI]. Below is the text of Mabank ISD's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and
2. Such conduct:
 - a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or
 - b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

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 otherwise participates in an investigation under this policy.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

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 promptly report may impair the District's ability to investigate.

REPORTING PROCEDURES

Student Report

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

Employee Report

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

Report Format

A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT

The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall notify the complainant/reporter in writing and dismiss the complaint.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.

DISTRICT ACTION

In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.

Bullying

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

Students with Disabilities

Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.

Counseling

If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.

Transfers

If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

Improper Conduct

If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.

CONFIDENTIALITY

To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, 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

The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and the District’s administrative offices.

Appendix V

EXHIBIT C

ACCEPTABLE DOCUMENTATION FOR CERTAIN EXCUSED ABSENCES

In accordance with the TEA *Student Attendance Accounting Handbook*, a student who is not on campus at the time attendance is taken may be considered in attendance under certain circumstances, with appropriate documentation, as provided below:

Please note: Documentation related to a student's absence must be kept on file for auditing purposes.

1. A student who is enrolled in and attending an off-campus dual credit program and is not scheduled to be on campus during any part of the day.

Required documentation: The completed and signed Request to Enroll in Dual Credit Courses form. [See EHDD(EXHIBIT)]

2. A student who is enrolled full time in courses through the Texas Virtual School Network (TxVSN).

Required documentation: All completed enrollment and approval forms from the TxVSN site coordinator. [See EHDE(EXHIBIT)]

3. A student who is participating in an activity that is approved by the Board and under the direction of a professional or paraprofessional District staff member or an adjunct staff member.

Required documentation: Any appropriate approval forms or permission slips, completed and signed, to participate in the activity.

4. A student who is participating in a mentorship approved by the District to serve as one or more of the advanced measures needed to complete the Advanced/Distinguished Achievement Program.

Required documentation: A form or note signed by the mentorship sponsor stating that the student is permitted to participate.

5. A student who misses school for the purpose of observing a religious holy day, including traveling for that purpose.

Required documentation: A signed note from the student's parent, stating the holiday the student will be observing, as well as the specific travel days required.

6. A student in grades 6–12 who misses school in order to sound "Taps" at a military honors funeral held in Texas for a deceased veteran.

Required documentation: A signed note from the student's parent or a copy of an obituary or funeral program.

7. A student who misses school to attend a required court appearance, including traveling for that purpose.

Required documentation: A copy of a subpoena (if applicable) or other court documents stating that the student's appearance was required.

8. A student who misses school to serve as an election clerk, including traveling for that purpose, or to serve as an early voting clerk.

Required documentation: A signed note from the head election clerk at the polling location at which the student is working. [See FEA(EXHIBIT)]

9. A student who misses school to appear at a government office in order to complete paperwork required for the student's application for U.S. citizenship, including traveling for that purpose.

Required documentation: A signed letter from the student's legal representative or other documentation from the U.S. Citizenship and Immigration Service, affirming that the student's absence was associated with the application for citizenship.

10. A student who misses school to take part in the student's own U.S. naturalization oath ceremony, including traveling for that purpose.

Required documentation: A copy of the letter detailing when the student's ceremony will take place, as well as a signed letter from the student's parent specifying the travel dates.

11. A student who is temporarily absent because of a documented appointment for the student or the student's child with a health-care professional licensed to practice in the United States.

Required documentation: A signed note from the doctor's office.

12. A student in the conservatorship of the Department of Family and Protective Services (DFPS) who is absent to attend a court-ordered mental health appointment, therapy appointment, family visitation, or any other activity ordered by a court.

Required documentation: A statement signed by the student's caseworker or other education decision-maker or a copy of relevant sections of the court order.

13. A student who is absent to visit his or her parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months, and who meets the requirements in FEA(LEGAL).

Required documentation: A copy of the deployment orders or other corroborating info

14. A student who is a junior or senior visiting an institution of higher education.

Required documentation: The completed and signed Verification of Higher Education Visit.

[See FEA(EXHIBIT)]

15. A student who is 17 years of age or older who is pursuing enlisting in the military.

Required documentation: Paperwork signed by the relevant military branch showing that the student's absence was related to enlistment.