

MABANK ISD

SECONDARY: GRADES 7-12

STUDENT/PARENT HANDBOOK

2024-2025

MABANK I.S.D. MISSION STATEMENT

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.

Statement of Non-Discrimination

Mabank Independent School District does not discriminate on the basis of color, national origin, age, sex, or disability in its employment, practices, activities and programs.

El distrito independiente de la escuela de Mabank no discrimina en base de la raza, del color, del origen nacional, de la edad, del sexo, o de la inhabilidad en su empleo, practicas, actividades y programas.

**Mabank High School
 Grades 9-12
 18786 E. US Hwy 175
 Mabank, Texas 75147
 (903) 880-1600 FAX (903) 880-1603**

ADMINISTRATIVE AND OFFICE STAFF MEMBERS

Michael Rowland	Principal
Amanda Planeta	Associate Principal
Chris Johnson	Assistant Principal
Jimmy Tustin	Assistant Principal
Wendy Gonzales	Special Programs Coordinator
Joey Rich	Chief of Police
Zach Hudson	Athletics Director
Tracy Carter	Assistant Athletic Director
Shela Koskelin	Career & Technology Director
Patricia Riley	Counselor
Elanna Hylander	Counselor
Erika Bettevy	Counselor
Leslie Jedlicka	Administrative Asst. to Principal
Regina Crisp	Administrative Asst. to Assistant Principal
Patrise Hornbuckle	Administrative Asst. to Associate and Assistant Principal
Sky Frye-Jones	Administrative Asst. to Police Chief
Morgan Manley	Office Receptionist
Sherry Velez	Attendance Clerk
Shelah Bishop	Registrar
Angela Martinez	Administrative Assistant to the Counselors
Stacey Simon	School Nurse

**Mabank Junior High School
Grades 7-8
822 W. Mason
Mabank, Texas 75147
(903) 880-1670 FAX (903) 880-1673**

ADMINISTRATIVE AND OFFICE STAFF MEMBERS

Michael Rowley	Principal
Dawn Boyd	Associate Principal
James Hall	Assistant Principal
Trevarr Walts	Police
Stephanie Glover	Administrative Asst. to Principal
Kortney Clayburn	Office Receptionist
Jessica Moorhead	Registrar/PEIMS
Tina Haney	Counselor
Kelsi Brown	Counselor
Donald Rightenour	JH Boys Athletic Coordinator
Amy Perkins	JH Girls Athletic Coordinator
Whitney Owen	Nurse

August, 2024

Dear Parents, Guardians, and Students:

It is with pleasure and enthusiasm that we welcome you to the 2024-2025 school year on behalf of the administration, faculty, and staff. It is our goal to have every student feel welcomed, supported, and actively engaged in the teaching and learning process throughout the year. It is also our goal to ensure that our stakeholders feel welcome and supported as we work to facilitate student learning and have our students graduate to become resourceful, productive citizens of the 21st century.

Mabank ISD strives for excellence in academic and social growth to ensure our students graduate and meet the demands of society and effective citizenship. We offer numerous clubs, organizations, and activities in which students can become affiliated. Joining organizations gives students experiences that add to their high school years by providing opportunity for social growth and the understanding of teamwork therein promoting citizenship far beyond our walls. In order for these co-curricular activities to be successful, we must have student participation and support from the community. We feel confident through our collective teamwork that the students of Mabank ISD will surpass our expectations to become successful in any endeavor they choose to pursue.

Our student handbook was developed to assist in understanding the roles and high expectations of Mabank Secondary students grades 7-12. The information presented will update students, parents, and community members of the policies and procedures of our school. Please take time to review this handbook so you have a clear understanding of the expectations of the campus.

It is important that each student attend school, work hard, and be courteous and respectful to everyone. Students are responsible to know the contents of this handbook. If policies are violated, the faculty and staff will use this handbook as a guide to assess consequences when needed.

Once again, Mabank ISD administrators, faculty, and staff are honored to have your support to ensure that our students have a successful and amazing 2024-2025 school year. Together we truly can make a difference. Go Panthers!

Sincerely,

Mabank ISD Secondary Administrators

Mabank Independent School District 2024-2025 School Calendar

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	T	F	S
				N	2	3
4	W	N/W	SD	SD	SD	10
11	SD	SD	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	H	H	C	C	H	12
13	SD	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	T	F	S
					C	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	H	H	H	H	30

December 2024

S	M	T	W	T	F	S
1	2	SR	SR	SR	SR	7
8	9	SR	SR	SR	SR	14
15	16	17	18	19	ER	21
22	H	H	H	H	H	28
29	H	H				

H Holiday - No School
C Comp Day/Student Holiday

SD Staff Development/Student Holiday
W Work Day/Student Holiday
N New Teacher Orientation

ER Early Release Day/Staff Development

P Progress Reports

R *to be added after ull calendar Report Cards

HC Homecoming

S STAAR

SR STAAR Retakes

G Graduation

[Beginning of Nine Weeks

] End of Nine Weeks

PIA Non-Business Days

July 5; November 25-27

December 23, 27; January 2,3

First Semester 80 days

1st Quarter 37 days

2nd Quarter 43 days

Second Semester 87 days

3rd Quarter 41 days

4th Quarter 46 days

www.mabankisd.net

STAAR December 3-13 2024 (Retake)

April 15-May 9; June 17-27

***State assessment dates subject to change per TEA

January 2025

S	M	T	W	T	F	S
			H	H	H	4
5	W	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	C	15
16	H	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	H	H	H	H	15
16	SD	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	S	S	S	H	19
20	21	S	S	S	S	26
27	28	S	S			

May 2025

S	M	T	W	T	F	S
					S	3
4	5	S	S	S	S	10
11	12	13	14	15	16	17
18	19	G	ER	SD	W	24
25	26	27	28	29	30	31

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	SR	SR	SR	SR	21
22	SR	SR	SR	SR	SR	28
29	30					

MABANK DIRECTORY

<p>Administration Office 880-1300 310 E. Market St. Fax: 880-1303 Dr. Russell Marshall, Interim Superintendent Henry C. Tracy, Asst. Superintendent (HR) Scott Hyde, Chief Finance Officer Charity Groom, Executive Director of Curr. Barbie Conrad, Director of Teaching and Learning David Glosup, Technology Coordinator</p>	<p>Mabank ISD Police Department 880-1600 Chief Joey Rich Ext. 2002</p>
<p>Special Programs 880-1331 Melissa Thompson, Director</p>	<p>Mabank High School 880-1600 18786 E. Highway 175 Fax: 880-1603 Michael Rowland, Principal Amanda Planeta, Associate Principal Chris Johnsont, Assistant Principal Jimmy Tustin, Assistant Principal</p>
<p>Athletics Department 880-1625 Zack Hudson, Athletic Director</p>	<p>Mabank Junior High School 880-1670 822 W. Mason Fax: 880-1673 Michael Rowley, Principal Dawn Boyd, Associate Principal James Hall, Assistant Principal</p>
<p>Maintenance Department 880-1337 Steve Templin, Director</p>	<p>Mabank Intermediate School 880-1640 513 N. Third St. Fax: 880-1643 Amanda Bolton, Principal Karmen Parker, Associate Principal Billy McMahan, Assistant Principal</p>
<p>Transportation Department 880-1690 Randy Welch, Director</p>	<p>Central Elementary 880-1380 19119 US 175 Fax: 880-1383 Nancy Clark, Principal Andrea DeLong, Associate Principal Principal April Morris, Assistant Principal</p>
<p>Food Services 880-1315 Kerri Bradshaw, Supervisor</p>	<p>Southside Elementary 880-1340 109 Paschal Blvd. Fax: 880-1343 Chase Melton, Principal Jaime Tucker, Associate Principal Pamela Maynard, Assistant Principal</p>
<p>Custodial Services 880-1300 John Freedom, Director Ext. 9600</p>	<p>Lakeview Elementary 880-1360 306 Harbor Point Rd. Fax: 880-1363 Melanie McAllister, Principal Rebecca Littlejohn, Associate Principal Eric MacMahan, Assistant Principal</p>
<p>Attendance 880-1670 Officer Trevarr Walts Ext. 7035</p>	
<p>Fine Arts 880-1620 Joel Weisberg, Director</p>	
<p>Academy 880-1680 Candice Lemons, Coordinator</p>	
<p>Alternative Campus 880-1320 Cindy Doze, Coordinator</p>	
<p>Health Services 880-1688 Lindsey Minyard, Director</p>	

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ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

Exemptions to Compulsory Attendance

A student is exempt from compulsory attendance requirements under the following statutory provisions:

- Equivalency Diploma
- Private or Home School
- Special Education — Non District Placement
- Medical Condition
- Expulsion — No JJAEP
- 17-Year-Old in GED Course
- High School Replacement Programs
- 16-Year-Old in GED Program or Job Corps
- Other exemptions as specified under another law. [See policy FEA.]

Excused Absences for Compulsory Attendance Determinations

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

- Religious holy days;
- Required court appearances;
- Appearing at a government office to obtain United States 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;
- Valid acquisition of Driver's License
- Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.
- 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.

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

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.

In addition, juniors and seniors will be allowed two absences (one per semester) related to visiting a college or university to be considered an exemption, provided the student receives approval from the campus principal, provides verification for such a visit, and makes up any work missed.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, ..

provided the student verifies these activities to the district.

Compulsory Attendance-Failure to Comply with

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

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is:

Officer Trevarr Walts
Truancy Officer
822 W Mason St
tdwalts@mabankisd.net
(903)880-1670

If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

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

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 re-evaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Truancy

Truancy is defined as not being in the assigned location at the assigned time. Truancy will be considered a serious offense and could result in an alternative educational placement and/or possible legal action.

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by administration, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class. In the event that the student's attendance drops below the 90% of the available days, the student should contact an assistant principal to arrange for methods for time to be made-up. Students may attend tutoring, after school detention on scheduled days, Friday night school or community service.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by administration, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate, or be denied credit. [See policy FEC.]

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 consider:

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

Official Attendance-Taking Time

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting

attendance each day. Official attendance is taken each day, each period. A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

After Absence Procedure

When a student must be absent from school, the student—upon returning to school—must present a note to the attendance clerk signed by their parent or doctor describing the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 19 or older or is an emancipated minor under state law. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Upon return to school, a student absent for more than 3 consecutive days or 8 total days due to personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws. In order for an absence to be excused as a visit to a doctor, dentist, hospital, etc., an official note must be submitted to the attendance office within 3 days. If your student is ill and unable to see a doctor, the school nurse is available. If the nurse sends them home for the day, they will receive an excused absence for that day. Any student needing to leave campus due to illness or injury shall check out through the nurse's office, so that the nurse may contact the parents.

Parent/guardian/administrator approval is required for any student to leave campus.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to determine whether the absences will be excused or unexcused. [See policy FEC(LOCAL).]

Absence Note Forgery

Anytime a student is found to be forging parent's/guardian's signature on "parental" notes, the excuse will be voided and actions will be taken. Students or parents altering or creating false doctor notes may be prosecuted by the local district attorney. Penalties can be up to \$10,000 and two years in jail for each offense.

Absences for Extracurricular or Other Activities

- A student on a field trip, extra-curricular, or athletic trip will not be counted absent since these activities are classified as school sponsored and are part of the learning process. Mabank ISD shall not schedule, nor permit students to participate in any school-related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than twenty (20) times during the school year. There are certain competitive events that may extend beyond 20 absences in which case prior administrative approval is required.
- All UIL activities are sanctioned as school-related activities; and, therefore, come under the provisions of this policy. Other organizations may be recognized as sanctioned school activities, subject to all provisions of this policy, upon approval by the Commissioner of Education and the

board. If approval is not granted, any absence incurred by a student in order to participate in that organization's activities shall not be excused.

- A school district may apply to the commissioner of education for specific exceptions on individual students based on hardship or unforeseen circumstances. The commissioner may grant or deny the request at the commissioner's discretion, and the commissioner's decision shall be final.
- The attendance office will attempt to keep up with a student's absences in these areas, but it will be the responsibility of the student to allot them to the various activities they wish to enter during the year. If a student goes over the twenty day limit for school activities, the additional time may be unexcused.

Driver License Attendance Verification

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

ACADEMIC AWARDS

The Board of Trustees and employees of Mabank ISD encourage academic excellence for the student's in Mabank ISD and feel that outstanding scholars should be recognized and rewarded.

ADMISSIONS AND ENROLLMENT

Before a student may be officially admitted to Mabank schools, appropriate registration forms shall be completed and signed by the student's parent, legal guardian, or other person having lawful control. The parent/legal guardian shall furnish to the District all of the following:

1. A copy of the student's birth certificate or another document suitable as proof of the student's identity; Social security card; Proof of residency in the form of a current utility bill (water or electric) or official rent/lease agreement. ***The student's legal last name must be used at all times.***
2. A copy of the student's records from the school the student most recently attended. Records required are a current report card or transcript, withdrawal form, disciplinary record and any threat assessment involving the child's behavior conducted under Education Code 37.115 [see FFB].
3. A complete record proving that the student has all immunizations required by Education Code 38.001, proof that the student is not required to be immunized, or proof that the student is entitled to provisional admission. [See FFAB[LEGAL]]
4. A copy of the parent's/guardian's driver's license or acceptable proof of identity. Education Code 25.002
5. A student who withdraws prior to taking semester exams risks the possibility of losing credit for those classes.

If the required documents and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department of the city or the sheriff's department of the county in which the District is located and request a determination of whether the child has been reported

as missing.

Presenting a false document or false records for identification is a criminal offense under Penal Code 37.10 and enrolling the child under false documents makes the person liable for tuition or other cost obtained by the District for the period during which the ineligible student is enrolled.

The District may withdraw any student who ceases to be a resident or fails to provide complete immunization records or proof that immunizations have begun within 30 days or enrollment.

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).

ADVISORY PROGRAM (High School)

Our feeling is that schools should focus, in conjunction with academic preparedness, on the development of our student's character and decision making skills in order to cope with the pressures of today's ever changing global society. Therefore, we will teach a character lesson during each advisory period focusing on issues ranging from student interests to the effects of drinking and driving.

ASSEMBLIES

At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at any assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include, but not limited to, whistling, uncalled-for clapping, boisterousness, and talking during a program.

BELL SCHEDULE (High School)

Daily Schedule				Advisory Schedule				Early Release				Pep Rally Schedule			
Period	Begins	Ends	Duration	Period	Begins	Ends	Duration	Period	Begins	Ends	Duration	Period	Begins	Ends	Duration
0	7:45	7:50	5	0	7:45	7:50	5	0	7:45	7:50	5	0	7:45	7:50	5
1	7:50	8:39	49	1	7:50	8:34	44	1	7:50	8:21	31	1	7:50	8:35	45
2	8:43	9:31	48	Advisory	8:38	9:07	29	2	8:25	8:56	31	2	8:39	9:23	44
3	9:35	10:25	50	2	9:11	9:55	44	3	9:00	9:33	33	3	9:27	10:13	45
4	10:29	11:17	48	3	9:59	10:44	45	4	9:37	10:08	31	4	10:17	11:01	44
5	11:21	12:51	90	4	10:48	11:32	44	5	10:12	10:43	31	5	11:04	12:34	90
6	12:55	1:44	49	5	11:36	1:06	90	6	10:47	11:18	31	6	12:38	1:22	44
7	1:48	2:37	49	6	1:10	1:54	44	7	11:22	11:53	31	7	1:26	2:10	44
8	2:41	3:30	49	7	1:58	2:42	44	8	11:57	12:30	33	8	2:14	2:59	45
				8	2:46	3:30	44					Pep Rally	3:00	3:30	30
Lunch	Begins	Ends		Lunch	Begins	Ends		Lunch	Begins	Ends		Lunch	Begins	Ends	
A	11:21	11:51	30	A	11:36	12:06	30	A	12:30	1:00	30	A	11:04	11:34	30
B	11:51	12:21	30	B	12:06	12:36	30					B	11:34	12:04	30
C	12:21	12:51	30	C	12:36	1:06	30					B	12:04	12:34	30

BELL SCHEDULE (Junior High)

Daily Schedule				Early Release				Pep Rally			
Period	Begins	Ends	Duration	Period	Begins	Ends	Duration	Period	Begins	Ends	Duration
1	7:50	8:40	50	1	7:50	8:22	32	1	7:50	8:35	45
2	8:43	9:33	50	2	8:25	8:56	31	2	8:38	9:23	45
3	9:36	10:26	50	3	8:59	9:30	31	3	9:26	10:11	45
4	10:29	11:19	50	4	9:33	10:04	31	4	10:14	10:59	35
5	11:22	12:46	84	5	10:07	11:11	64	5	11:02	12:20	78
6	12:48	1:44	56	6	11:14	11:52	38	6	12:23	1:08	45
7	1:47	2:37	50	7	11:55	12:26	31	7	1:11	1:56	45
8	2:40	3:30	50	8	12:29	1:00	31	8	1:59	2:44	45
Lunch	Begins	Ends		Lunch	Begins	Ends		Pep Rally	3:00	3:30	
A	11:22	12:52	30	A	10:07	10:37	30	Lunch	Begins	Ends	
B	12:15	12:45	30	B	10:41	11:11	30	A	11:02	11:32	30
								B	11:50	12:20	30

BULLYING

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

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

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

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

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

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

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 the discipline coordinator of that campus.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by filling out a form on their respective campuses home page. If the results of an investigation indicate that bullying has

occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

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

CAFETERIA SERVICES

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. Contact MISD Child Nutrition at 903-880-1315 to apply. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

A child who is new to the district will be required to pay for meals until approval of the application is completed. Information about a student's participation is confidential. Each enrolled student will receive an application form to apply for free/reduced lunch. Breakfast will be served each morning. In order to eat breakfast, please be sure your child is at school in time to eat without missing part of the instructional day. Meals can be prepaid in the cafeteria on a weekly or monthly basis or on-line through the E-Pay at www.mabankisd.net. This can be very helpful in preventing the loss of lunch money. Each child is given a number to use in the cafeteria. Always write the child's name and number on checks you send to pay for lunch.

If your child forgets or loses lunch money, they will not go hungry. The cafeteria will provide a

“Courtesy Meal” at no charge. Students will be allowed to charge up to \$10. Parents will be responsible for paying any negative balance on their child’s account. If you have any questions, please contact MISD Child Nutrition at 903-880-1315.

Student behavior in the cafeteria and commons area should be based on courtesy and cleanliness. This means leaving the commons area in good condition. Students will go through the cafeteria line and pay for their choice of food.

- **Food, candy, drinks, etc., will be left to teacher discretion.**
- Students not following rules of the cafeteria/commons area will be disciplined by an administrator and continued disruption could result in taking this privilege away.
- Students must not leave the cafeteria/commons area.

“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, audiotape, 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 (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

CARE OF SCHOOL PROPERTY

Food and soft drink in the classroom will be at the discretion of the teacher. Everyone can aid in maintaining the campus and buildings by proper disposal of trash. Be especially thoughtful not to write or otherwise deface the chairs, desks, walls, etc. Should a student deface any school property, the student will pay accordingly for the damage.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Mabank ISD's Career and Technical Education offers programs of study in the following Career and Technical career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business, Marketing and Finance
- Education and Training
- Health Science
- Hospitality
- Human Services
- Information Technology
- Law and Public Service
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics

For more information regarding programs of study within each cluster, please see the CTE page at mabankisd.net.

CTE programs are offered and available to all students.

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

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

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

CELL PHONES – See Electronic Devices and Technology Resources

CHANGE OF ADDRESS OR TELEPHONE NUMBER

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 of a High School student may update this information by contacting the HS Campus Registrar at (903)880-1600 ext. 2021. A parent of a Junior High student may update this information by contacting the JH Campus Registrar at (903)880-1670.

CHEATING - PLAGIARISM - ACADEMIC DISHONESTY

Copying another person's work, such as homework, class work, or a test is a form of cheating.

Plagiarism, which is the use of another person's original ideas or writing without giving credit to the true author, will also be considered cheating. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed.

Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the Discipline Policies and the Student Code of Conduct.

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

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.]

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. According to the Texas Family Code, sexual abuse is a subset of abuse that includes acts or omissions that harm a child's mental, emotional, or physical well-being. This can include:

- Sexual conduct
- Forcing or encouraging a child to engage in sexual conduct
- Allowing, causing, or permitting the photographing, filming, or depiction of a child
- Failing to make a reasonable effort to prevent sexual conduct that could harm a child .

Sexual abuse can also include nonconsensual sexual acts, such as unwanted touching or sexual assault. Lack

of consent is a key element of sexual abuse.

Possible physical, behavioral, and emotional warning signs of sexual abuse include: Difficulty sitting or walking; Pain in the genital areas; 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; Sexually suggestive behavior; 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. Sex 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. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

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

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Reports of abuse, trafficking, or neglect may be made to:

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Child_Abuse_Pre

[vention/Child_Abuse_Prevention_Overview/](#)

<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>

<http://taasa.org/resources/>

<https://www.childwelfare.gov/topics/preventing/>

<http://taasa.org/product/child-sexual-abuse-parental-guide/>

<https://www.dfps.state.tx.us/Training/Reporting/default.asp>

CLASS RANK/HIGHEST-RANKING STUDENT

Class rank shall be based on a scaled numerical grade average using grades earned in high school and in courses taken in grades 6–8 for high school graduation credit. Only those courses defined by the Texas Essential Knowledge and Skills (TEKS) as the core subjects of english language arts I–IV, mathematics, science, and social studies; the courses defined as languages other than english; advanced placement (AP) academic courses; pre-ap courses; project-lead-the-way courses; and dual credit courses in the core subjects listed above shall be used in the calculation of a student’s scaled numerical grade average. Approved dual credit courses shall be completed at a District facility during the school day to be included in the weighted grade average.

Class rank shall be determined by averaging the grades for all eligible courses taken for high school credit. For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. After the final grading period, the final rank shall be determined and recorded on the student’s transcript.
[see Policy EIC local]

CLASS SCHEDULES

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

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of

- the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University, the University will admit the top six percent of the high school's graduating class who meet the above requirements.

Additional applicants will be considered by the University through a holistic review process. Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE CREDIT COURSES

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

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

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college. All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state mandated end-of-course assessment may be required for graduation.

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

COMMUNICATIONS - AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. [See Safety on page 57 for information regarding contact with parents during an emergency situation.]

Non emergency

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district website at www.mabankisd.net. A copy of the complaint forms may be obtained in the campus office, superintendent's office, or online at www.mabankisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal within 15 business days of the time he/she knew of the complaint. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

COMPUTER RESOURCES

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and to approve instructional purposes only. Students and parents are asked to sign a student agreement regarding appropriate use of these resources; violations of this agreement may prompt termination of privileges and other disciplinary action. See Appendix C for required agreements.

CONDUCT – See also Student Code of Conduct in Appendix A

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

Campus Behavior Coordinators

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

- Chris Johnson, HS Behavior Coordinator: 903-880-1600 / ctjohnson@mabankisd.net
- James Hall, JH Behavior Coordinator: 903-880-1670 / plbell@mabankisd.net

Deliveries

Delivery of messages or packages to students will only be allowed in emergency situations. 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. Instructional time will not be interrupted. Deliveries may only be made by persons on the student's list of contacts in Skyward. All visitors must check in at the front office. ID may be required. **Door Dash, pizza delivery, etc. is not allowed.**

Disruptions of School Operations

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

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

Conduct Violations

Conduct violations will result in one or more of the following:

- Counseling
- Peer Mediation
- Loss of Privileges
- Detentions (before school, after school, during lunch)
- In School Suspension
- Friday Night School
- Corporal Punishment
- Peer Mediation
- Out-of-School Suspension
- DAEP
- Expulsion

(See Student Code of Conduct Appendix A for details)

In School Suspension (ISS)

Take all books and supplies to the ISS room each day you are assigned. Your work will be sent to the ISS

room by the teacher. Students are to complete all work sent by teachers and work assigned by the ISS teacher. Students are expected to follow all ISS rules. If the student receives four infractions in one day, the student will receive an office referral and an extra day of ISS will be administered. If five infractions are received in a day, the student will be suspended for up to three days and upon the return to school, the student must finish assigned ISS time. If the student is absent on the assigned ISS day, the student must make the ISS day(s) up upon returning to school. Lunch may be purchased from the cafeteria. All of your materials are to be removed from the ISS room and taken home unless instructed otherwise. Each day after school, the student is responsible for removing all trash, books, etc. from their area. Upon accumulation of 15 days in ISS, students may be reviewed for placement in DAEP.

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.

CONFERENCES WITH TEACHERS

Teachers will have a conference period available to meet with parents during the school year. Students and parents may expect a teacher to request a conference if:

1. The student is not maintaining passing grades or achieving the expected level of performance
2. The student presents any other problem to the teacher
3. The teacher feels for any reason that a conference is necessary

Parents are encouraged to contact the teacher with questions or concerns regarding classroom performance. Appointments during the teacher's scheduled Conference Period can be made directly with the teacher or through the office. Every reasonable effort will be made to accommodate the parent's schedule.

COUNSELING

HS COUNSELORS: Patricia Riley, Elana Hylander and Erika Bettevy

JH COUNSELORS: Tina Haney and Kelsi Brown

HS REGISTRAR: Shelah Bishop

JH REGISTRAR: Jessica Moorhead

HS DATA ENTRY: Angela Martinez

Students are encouraged to talk to their school counselor to learn about the curriculum, course offerings, graduation requirements, etc. Students interested in attending a college, university, training school or pursuing advanced education should work closely with their counselor so that specific high school courses required for admission by individual colleges can be taken. An interest and skill survey is given to eighth graders each year. The counselors help the students use the results to identify personal career pathways and to choose high school courses to prepare them for their careers. The counselors also provide information about schools that prepare students for their chosen career.

The counselors also provide information to juniors and seniors about entrance examinations required by colleges and universities. Housing, scholarship and financial aide information is available in the

counseling center as well as information on technical or trade schools including opportunities to earn industry recognized certificates and licenses.

The school counselor may be able to help students with a wide range of personal concerns including such areas as social, family, emotional or mental health issues, or substance abuse. The counselor is familiar with community resources and may direct students to other sources of information and assistance.

Schedule Changes

Schedule change requests for the fall semester must be submitted by May 1st to the counseling center. All requests will be taken under advisement. However, if a student requested a course, the student will be expected to remain in that course unless there are extenuating circumstances.

COURSE CREDIT

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

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

CREDIT BY EXAM—If a Student Has Taken the Course

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

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. For further information, see the counselor and policy EHDB(LOCAL).

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once. 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. [For further information, see policy EHDC.]

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 60 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination 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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 33. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

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:

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

Discrimination

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating 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 not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other

inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

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

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes discrimination, harassment, and retaliation, will be promptly investigated. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the

conclusion of the agency's investigation.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

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

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

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

DIRECTORY LISTING - Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy.

Examples include:

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

Directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year.

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.

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 his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes. For all other purposes, the district has identified the following as directory information: student name, 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.

Military Recruiters

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

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal. Such items may include school posters, brochures, flyers, etc. The school newspaper and the yearbook are available to students.

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

Non-school Materials...from students

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

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 the principal's approval will be removed.

Non School Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. Permission is obtained

from the Superintendent.

DRESS AND GROOMING

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

I. General Guidelines

- a. All students are to practice personal hygiene.
- b. Clothing, accessories, or styles that express vulgarity, suggestive or controversial designs, promote drugs, alcohol or tobacco, promote violence, solicit racial discord (i.e. Confederate flags) or promote gang related activity as well as 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 have designs shaved next to the scalp; 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 the collar of a dress shirt, the middle of the ear, or the top of their eyebrows.
- d. Boys may not have ponytails, rat-tails, buns, or Mohawks.
- e. Mustaches and beards are not permitted. Facial hair may not extend more than 1/8", or the length given using a #1 guard. Sideburns must be neatly trimmed not extending below the ear.
- f. Any hair style that might be deemed distracting or excessive by administrators is prohibited.
- g. Campus administration will have final determination.

III. Clothing

- a. All clothing must be free from holes or tears 3" above the knee. Repair work must be done neatly. Duct tape will not be acceptable.
- b. All shirts must be buttoned four inches from the collar unless an appropriate shirt is worn underneath.
- c. Undershirts are not acceptable as outerwear. Shirts without sleeves must have a 3 inch wide strap. Boys must wear sleeved shirts.
- d. Students must wear undergarments which are not to be exposed.
- e. Students may not wear see-through blouses or shirts without an appropriate undershirt.
- f. Halter tops, tube tops, crop tops, backless, racerback, or low-cut shirts are not permitted. Skin may not show when both hands are raised.
- g. Students may wear shorts/skirts hemmed to an appropriate length as defined by campus administration. Acceptable length of shorts can be defined as 3 inches above the knee.
- h. The waistband of pants and shorts must be worn at the waist. Baggy or sagging clothing will not be allowed.
- i. Skin-tight clothing such as dance wear, yoga pants, leggings, jeggings, leotards, or biker

shorts are only permitted as layers under appropriate clothing. Appropriate clothing must extend to no more than three inches above the knee.

- j. Pajamas and house shoes are not permitted.
- k. Shoes must be worn at all times.

IV. Accessories

- a. No head coverings of any kind, including but not limited to hats, hoods, 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. No gauges are allowed.
- c. Body piercings are not allowed. Eyebrow rings, spacers, or any other visible piercing (other than earrings) are not permitted. Nose rings of any kind 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 a weapon including but not limited to wallet chains and/or choke chains are not allowed.
- f. Males may not wear make-up, 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. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

DRUG-FREE SCHOOLS

Mabank ISD believes that student use of alcohol and illicit drugs is both wrong and harmful. Students found to be in violation of district policy shall be disciplined accordingly.

When students commit drug and/or alcohol-related offenses, they may be referred to legal authority for criminal prosecution, in addition to school imposed discipline; and, may also be required to complete an appropriate rehabilitation program.

Mabank ISD Board of Trustees has approved a drug testing program that utilizes both hair and urine tests for students in the following extra-curricular activities: athletics, band, drill team, cheerleading, and as a condition of parking on campus. The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook.

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <https://www.dshs.texas.gov/mhsa-child-adolescent-services/>.

***Steroids** – Under state law, bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. (Education Code 38.008)

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

The district permits students to possess personal mobile telephones; however, these devices, including headphones, earbuds, smart watches, portable speakers, tablets, personal computers, internet hot spots etc., must remain on silent and placed in your bag or backpack while in the classroom. Cell phones are permitted under the following circumstances:

- High School - Before school, passing periods, lunch, after school
- Junior High - Before school, lunch, after school

The use of mobile telephones or any device capable of capturing images or video are strictly prohibited in locker rooms or restroom areas while at school or at school-related or school-sponsored events.

If a student uses a cellular device inappropriately and/or without authorization during the school day, the device will be confiscated and progressive disciplinary measures will be applied. All confiscated phones should be turned in to the disciplinary assistant principal.

- **First Offense** – The student may pick up the confiscated cellular device from the assistant principal’s office at the end of the school day.
- **Second Offense** – The parent may pick up the confiscated cellular device from the discipline principal’s office at the end of the school day and pay a \$15 fine. Confiscated cellular devices that are not retrieved by the student or the student’s parents will be disposed of after the notice required by law. [See policy FNCE.]
- **Any offense after the second** - In conjunction with the AUP the student will be banned from bringing their device into the building for a minimum of 9 weeks.

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

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

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

Possession and Use of Other Personal Electronic Devices

Devices students are not permitted to possess or use during class include but are not limited to MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, personal laptop or other electronic devices. 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.

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

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

Possession and Use of District Owned Electronic Devices

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted for 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.

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

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Bullying and Sexting Course (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

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.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the

coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us.

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

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed 20 school related absences; in the event more may be necessary for competition, prior administrative approval is required.
- An absence for participation in an activity that has not been approved will be 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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including, but not limited to:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities, or field trips.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, yearbooks, graduation materials etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Fees for lost or damaged school issued Chromebooks, cases, and chargers.
- Parking fees and student identification cards.

Any required fee or deposit may be waived if the student and/or parent are unable to pay. Final decision will be made by the principal.

FERPA NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's education records. A copy of these rights may be obtained from the campus counselor or the office of Special Programs at 903-880-1390 or at the Mabank ISD website at www.mabankisd.net.

FIELD TRIPS

Field trips are an important and integral part of any instructional program. However, field trips are considered a privilege and not to be abused. Students will need to sign the release of liability form and return it to their teacher before they can participate. A phone number where a parent can be reached must be on the form. Students, who are not passing at the time a field trip is planned, will not be eligible to attend. All Mabank ISD handbook rules apply to students attending field trips.

FUND RAISING

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

GANG-FREE ZONES

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

GRADE CLASSIFICATION (High School)

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

Credits	Classification
6	Grade 10 Sophomore
12	Grade 11 Junior
18	Grade 12 Senior

GRADING GUIDELINES

In determining units, teachers will average the two semester grades of students and if the average of the two semester grades is 70, or above, the student will receive one full unit for the course. When the two semester grades are averaged and the average is below 70, the student will receive one half (1/2) unit for the semester grade that is 70 or above. If neither semester grade is 70, or above, no units will be

received.

Grade Weighting - Tests: 60% Daily work/homework: 40%

Each teacher will enter a minimum of one grade per week. Teachers must give a minimum three summative (tests, including the 9-week exam) and nine formative grades (daily grades) per nine-week period. More tests may be given if deemed necessary. Exceptions for the minimum assignment requirement may include district benchmark or state assessment (STAAR/EOC) weeks. “Double weight” assignments may only occur after the minimum number of grades has been met without the double-weight. Dual credit courses follow the grading criterion of the institution of higher learning. See MISD website for EIC (Local) policy regarding weighted grades and Grade Point Average Calculation (GPA). For a hard copy of this policy see the counseling center.

Semester Grades

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

For eligibility purposes, students must maintain a 70 average in Pre AP classes to participate in extracurricular activities.

FORMATIVE GRADE CORRECTIONS:

Daily work/Quizzes/Homework grades constitute 40% of a student’s overall grade. Students who fail an assignment will be allowed to correct for a maximum grade of 70%. All corrections must be completed prior to the end of the grading period. Students are encouraged to attend tutorials. Teachers will communicate routine requirements in the class parent letter/syllabus that are precursors to any corrections.

SUMMATIVE GRADE CORRECTIONS:

Test or Major Assignment grades constitute 60% of a student’s overall grade. After reteaching of content has occurred, students who score below 70% on any test or major assignment will be given one opportunity to retake the test or suitable alternative test covering the same material for a maximum grade of a 70%. This includes alternative options for students who fail a project that counts as a major test grade.

Retesting will not include 9-week summative, semester, or final exams.

Late Assignments

In the event that a student fails to return an assignment on the date assigned, that work becomes late work. The teacher will communicate with the student and/or parent to support the completion of the late assignment.

Teachers are encouraged to work with students and families when assignments are not completed by due dates. Late homework/daily work may receive an initial grade of a 0 if the assignment is not turned in; however, within a week of the due date, students may turn in the assignment for up to a 70. Teachers may work in conjunction with campus administration to make other reasonable arrangements for the completion of work, especially in extenuating circumstances.

Homework Policy

Students with excused absences would have the same number of days absent to make-up work unless it is a special project that was assigned prior to absence. Extenuating circumstances will be reviewed on a case-by-case basis with the teacher and administration.

Clearing Incomplete Grades

In the event a student has an "incomplete" for a nine-weeks grade, the student must complete assignments, tests, etc., that would clear this "incomplete" by the end of the first week of the next nine-weeks period.

Example: If a student has excused absences during the third nine-weeks period; and there is **not** time for assignments, tests, etc., to be made up by the end of that third nine-weeks period, they will receive an "incomplete" grade on their report card. The student must clear the "incomplete" by the end of the first week of the fourth nine-week period. If the work has not been made up and the student has had the opportunity to do so, a grade will be assigned at the teacher's discretion with administrative approval. Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. See **Graduation** below, **Course Credit** and **Standardized Testing** on page for additional information regarding EOC assessments.

Exemption from Semester/Final Exams (High School)

Freshman students who meet the exemption criteria below are eligible for:

- 2 exemptions for **ANY** courses for the EOY Final Exams

Sophomores students who meet the exemption criteria below are eligible for:

- 2 exemptions for Semester Exams for **NON EOC** courses
- 2 exemptions for **ANY** courses for the EOY Final Exams

Juniors students who meet the exemption criteria below are eligible for:

- 3 exemptions for Semester Exams for **NON EOC** courses
- 3 exemptions for **ANY** courses for the EOY Final Exams

Seniors students who meet the exemption criteria below are eligible for:

- 4 exemptions for Semester Exams for **NON EOC** courses
- 4 exemptions for **ANY** courses for the EOY Final Exams

Exemption Criteria

Attendance – Students must not have more than two (2) absences in each class for the semester being considered.

Grade – Students must have maintained a grade average of at least 85 for the semester.

Tardies – Students must not have more than three (3) tardies for the semester in the classroom/subject being considered.

ISS and Suspensions – Students placed in ISS or have been suspended for any disciplinary reason, including tardies, will not be eligible for exemption during the semester in which the placement occurs.

Those students who are exempted from exam(s) must attend class.

GRADUATION (High School)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses and/or trainings mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education; and
- Complete and submit a free application of federal student aid (FAFSA) or a Texas application for state financial aid (TAFSA).
- CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on approved national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

Foundation Graduation Program

Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services;

Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB examination; on the PSAT, ACT-Aspire, SAT, or ACT examination, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments. A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses/Electives	5	7
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

Personal Graduation Plan

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Graduating Seniors

Seniors are expected to be the leaders of our schools, as seniors, they should present themselves in an appropriate/acceptable manner at all times, at any and all events. Seniors set the example for lower class members to follow. In addition to disciplinary actions, seniors who fail to follow the Student Code of Conduct may not be allowed to participate in senior activities (senior assembly, baccalaureate, commencement exercises, etc.) Any student who will complete his/her senior year in DAEP will not be allowed to participate in senior activities (senior assembly, baccalaureate, commencement exercises, etc.) A student graduating whose GPA is at least a 4.0 at the end of the third nine weeks of their senior year will be recognized as an honor graduate.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Dress Code for Commencement Exercises

Graduation is a dignified ceremony and a student's dress should reflect the occasion. Boys will wear dress slacks, dress shirts, and dress shoes. Girls will wear dresses or slacks with dress shirts and dress shoes.

****FINES:** *All fines (textbook, Chromebook, fundraising, etc.) must be paid in full for a senior to participate in any graduation activity including the graduation commencement exercises. All graduating seniors must participate in a senior check out clearing all fines prior to receiving their diploma.*

Graduation Expenses

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

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the foundation program, may be eligible under the T.E.X.A.S. Grant Program Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.
- Basic scholarship sources are state, national, college or university, and local community scholarships. Students are encouraged to use FREE Internet search engines to find additional scholarships fitting their individual profiles. The counseling center can provide more information about how to register for an online scholarship search. When applying for college admission students should immediately apply for scholarships to the college. It is important to plan ahead; many colleges have scholarship deadlines for December 1. College admission and scholarship deadlines

are available on college websites. Local community scholarship applications are available at www.mabankisd.net using the counseling center link and are updated regularly.

- All seniors are required to complete the Free Application for Federal Student Aid (FAFSA) after January 1. A paper form is available in the counseling center, or the student and parent may go online at www.fafsa.ed.gov to complete the form.

HAZING

Hazing is defined by Section 37.151 of the Education Code 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.

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

[See **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Physical and Mental Health Resources

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

Junior High Counselor:

Tina Haney

tdhaney@mabankisd.net

903-880-1670

High School Counselor:

Patricia Riley

pfriley@mabankisd.net

903-880-1600

The local mental health authority, North Texas Behavioral Health Authority, can be contacted at:

9441 LBJ Freeway Suite 350 Dallas, TX 75243

Crisis phone: 866-260-8000

Main phone: 214-366-9407

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 administrators will notify the student's parent within a reasonable amount of time after the administration team learns that a student has displayed early warning signs and provide information about available counseling options. The district has also established procedures for staff to notify administrators regarding a student who may need intervention. For any mental health related questions please contact a counselor at the appropriate campus.

Student Illness

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

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis? - Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- What are the symptoms? - Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis? - If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread? - Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when

people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented? - Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*

- What should you do if you think you or a friend might have bacterial meningitis? - You should seek prompt medical attention.
- Where can you get more information? - Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, particularly the CDC's information on bacterial meningitis, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

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

Also refer to **Immunizations**, below, for more information.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either breathing, eating, or touching 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." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk

for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.mabankisd.net. The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis. Also see policy FFAF.

School Health Advisory Council (SHAC)

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.

Parents in need of assistance with physical health concerns can contact the school nurse at:
High School: (903)880-1600 Junior High: (903)880-1670

Head Lice

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

Physical Fitness Assessment

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

Junior High: In accordance with policies, EHAC and FFA, the district will ensure that students in 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.] For additional information on the district's requirements and programs regarding Junior High student physical activity requirements, please see the Principal.

Pregnancy Related Services

The district provides pregnancy related services to students who qualify. Students or parents with questions about this program should contact the school nurse or Health Services Director (880-1688).

The coordinator can answer questions about eligibility requirements, programs, and services offered in the district or by other health care organizations.

Should a student become pregnant, please notify the school nurse immediately so that the student can be enrolled in the Pregnancy Related Services (PRS) program.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the campus principal. [See policies at CO and FFA.]

Tobacco Prohibited

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Director of Maintenance, the district's designated asbestos coordinator, at (903)880-1337.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the Director of Maintenance, the district's IPM coordinator, at (903)880-1337.

HOMELESS STUDENTS

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

HONORS CLASSES:

To be recommended for honors classes, the following criterion is considered: high academic achievement, teacher referral, and student motivation. All classes will be subject to regular UIL no-pass/no-play rules which requires a grade of 70 or above. Students at risk of failing honors classes may be rescheduled to a regular class section. This move will not allow the student to regain eligibility.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. 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 life-long condition. [For further information, see policy FFAB(LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

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

INCENTIVE PROGRAMS (High School)

Gold Card - To qualify for this program, a student must earn all "A's" or maintain perfect attendance for that nine-week period and not be assigned to ISS or suspension during the period being considered.

MHS Ring of Honor (Sponsored by Balfour) - One senior each year is elected to this honor based on achievements during their senior year. The recipient of this award receives a scholarship from the sponsor. Recipient is announced at the end of year senior awards banquet.

Student of the Month Program - Each month Mabank High School staff members have the opportunity to nominate students for recognition in the Student of the Month Program. Nomination based upon that person's experience with the student. These nominations are submitted to the campus administration and final selection is made from student(s) receiving the greatest number of nominations as well as the reason for the nomination.

INCENTIVE PROGRAMS (Junior High)

MJH's Student of the Month - Each month Mabank Junior High staff members have the opportunity to nominate students to be recognized as the Student of the Month. These nominations are submitted to the campus administration and final selection is made from student(s) receiving the greatest number of nominations as well as the reason for the nomination. One male and one female student from each grade level are chosen. These outstanding students are recognized during morning announcements, showcased on the sign in front of the school; along with A Honor Roll off campus luncheons, A/B Honor Roll incentives, Perfect Attendance, and Kids of Character.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

In order to assist the district in providing a safe and secure learning environment, as well as offer additional instructional and counseling support, a uniformed police officer will be assigned to the high school and junior high campuses. These assignments are the result of a cooperative agreement between the city and the school district.

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

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a

regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. The student must sign in upon his or her return, if the student returns the same day. If a student is 19 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 19 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Mabank High School and Mabank Junior High are closed campuses. Students are not allowed to leave campus during the school day.

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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee

(LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program. The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. 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 LEP students who qualify for services. If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

LOST AND FOUND

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

MAKEUP WORK

Makeup due to an Absence

When a student misses a class, the teacher may assign student makeup work based on the instructional objectives for the course, the needs of the individual student in mastering essential knowledge and skills or in meeting course requirements. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner. A student will be allowed the same number of missed days in which to complete makeup work. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, with limited exceptions, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade."

DAEP Makeup Work

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a

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

MEDICINE AT SCHOOL

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policies at FFAC, may administer.

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

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only in accordance with the guidelines developed with the district's medical advisor; and when the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, MISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

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

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Henry C. Tracy, Assistant Superintendent, 310 E. Market St. Mabank, TX 75147 (903) 880-1305.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Melissa Thompson, Special Programs Director, 310 E. Market St. Mabank, TX 75147 (903) 880-1331.
- All other concerns regarding discrimination: See the Superintendent, Russell Marshall, 310 E. Market St Mabank, TX 75147 (903) 880-1302.

[See policies FB(LOCAL) and FFH(LOCAL).]

PARENT AND STAFF 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.

PARENT/VOLUNTEER 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.

PARENTAL/VOLUNTEER 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.

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 may be required to pay all costs for the background checks.

PARENTAL RESPONSIBILITIES AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

- Encourage your child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Attend Board meetings to learn more about district operations, including the procedure for addressing the Board when appropriate.
- Review the information in the student Handbook (including the Student Code of Conduct) with your child; and sign and return the acknowledgment form(s). Parents with questions are encouraged to contact an assistant principal.
- Become familiar with all of your child's school activities and with the academic programs offered in the district. Discuss with the principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to your child. Monitor your child's academic progress and contact teachers as needed.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Review your child's student records when needed. You may review: attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and counselor evaluations, reports of behavioral patterns, and state assessment instruments administered to your child.
- 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.

- If an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs, you may request an alternative assignment. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by TEA.
- Become a school volunteer. For further information, contact the high school principal.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to the district and campus planning committees formulating district and campus plans to improve educational opportunities for all students. For further information, contact the high school principal.
- 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 Michael Rowland.

Also reference <http://www.mabankisd.net/users/0001/files/TitleI-PartA.pdf> for Title I Parent's Right to Know regarding school qualifications.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics Participation

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

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

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

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. All students who meet the Texas Department of State Health Services criteria can be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside

professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States 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.

One minute of silence will 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. [See policy EC for more information.]

PRAYER

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

PROMOTION AND RETENTION (High School)

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR. Parents of a student who does not perform satisfactorily on his or her 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. Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

Grade-level advancement for students in grades 9–12 shall be earned by course credits.

PROMOTION AND RETENTION (Junior High)

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

determined by the district. In grades 7–8, promotion to the next grade level shall be based on a grade of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in ELAR and mathematics and in either science or social studies. [See policy EIE (LOCAL)]

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English or Spanish. If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student’s current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student’s score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student at any grade level 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled. (See Standardized Testing on pages 49-50). Parents of a student in grades 3–8 who does not perform satisfactorily on his or her 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.

In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.] Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child’s participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal] and policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat 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.

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work. Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12. The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

RELEASE OF STUDENTS DURING THE SCHOOL DAY

Mabank ISD will operate on the closed campus concept. Specifically, this means that once the student arrives at school, he/she remains on campus until his/her regular dismissal time. All business and/or professional appointments should be taken care of after the dismissal of school. However, if a student becomes ill and wishes to go home, a report of his condition should be made to the nurse and a student must have parent/guardian permission to leave school. Before a student leaves the school property they must sign out in the attendance office and get a pass to leave the parking lot from an administrator. All disciplinary procedures will be taken for those students who choose to leave campus without permission.

Early Release/Late Arrival

Students with early release or late arrival privileges should be off campus during those times. Students with early release or late arrival that continually loiter or are on campus without permission may be

placed in an alternate class and or face disciplinary action. Early release and late arrival privileges are subject to removal at the discretion of the administration.

REPORTING SYSTEM

Family Access is an on-line monitoring system designed to keep parents informed of various aspects of their child's education such as current grades, missing assignments, cafeteria balance, attendance, health records, etc. To set up a Family Access account, please contact your child's campus secretary. Log on to Family Access at www.mabankisd.net.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

During the fourth week of a nine-week grading period, parents will be able to access their child's progress report at www.mabankisd.net at Family Access. You are able to opt for a paper copy if you so chose at the time of registration. If the student receives a grade lower than 75 in any class or subject at the end of a grading period, the parent is encouraged to request a conference with the teacher of that class or subject.

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

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).

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- 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 and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.

- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

MISD has established a Crisis Response Team that works in conjunction with local emergency personnel to promote and ensure the safety of students and district employees.

Accident Insurance

At the beginning of the school year, the district will make available to students and parents a low-cost accident insurance program. Premiums will be paid through the business office, but the district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury. Before participation in a school-sponsored trip off campus or in school-sponsored athletics, students and parents must have (1) purchased the student accident insurance, or (2) shown proof of insurance, or (3) signed a form rejecting the insurance offer and waiving any claim against the district for any injury which may occur.

Drills: Evacuate, Shelter, and Other Emergencies

Emergency drills are held at irregular intervals throughout the school year.

Evacuation - All persons exit the building safely, without running or crowding, to designated areas.

Emergency Medical Treatment and Information

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

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED 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 (<https://www.dhs.gov/stopthebleed>)
- Stop the Bleed Texas (<https://stopthebleedtexas.org/>)

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed due to severe weather or another emergency. In

case of emergency or inclement weather, the following radio/TV stations will carry information about closings or late openings for Mabank ISD:

WBAP – AM 820

KLTV- Tyler

KCKL – FM 95.9

WFAA – Channel 8

KXAS – Channel 5

Mabank ISD website or Facebook page

Physical Restraint

Any district employee may, within the scope of the employee's duties, use and apply physical restraint to a student if the employee reasonably believes restraint is necessary in order to:

- Protect a person, including the person using physical restraint, from physical injury.
- Obtain possession of a weapon or other dangerous object.
- Protect property from serious damage.
- Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
- Restrain an irrational student.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

SCHOOL FACILITIES

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:30 a.m.

- **Commons**

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

After dismissal from school in the afternoon students must leave campus immediately, unless under the supervision of a teacher/coach. Please be sure your child has after school transportation. If there is no one who can physically pick them up after school, please arrange for them to ride a bus. Students should not remain on campus after school hours waiting for a ride.

Conduct Before and After School

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

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Students are asked to be courteous at all times and to keep to their right when moving in the halls. Running and shouting in the halls is never permitted. No food or soft drink is allowed in the halls.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. 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 notifies the district that a student's information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. Call MISD Child Nutrition at 903.880.1315 to apply for free or reduced price meal services.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use from 7:50 am until 3:45 pm Monday through Friday.

Books are checked out for a period of two weeks and may be rechecked for an additional two weeks. Students who lose or damage books are expected to pay replacement costs. It is extremely important that students maintain a clear record in the school library by taking care of financial obligations as soon as possible. Taking a book out of the library without checking it out is considered stealing.

Meetings of Non Curriculum-Related Groups

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

policy FNAB(LOCAL).

High School Parking Lot

Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to others. Students must purchase a parking tag to park in the student parking lot. Student drivers will be required to follow the guidelines listed below to park on the high school campus. It is a privilege extended to all certified student drivers to drive and park their vehicles on campus. All school and district policies relating to disciplinary actions will be followed as well as added consequences listed. Students must possess current liability insurance in order to drive on any part of the campus.

- **No sitting in/on/around vehicles after arrival on campus.**
- No loud music, spinning of tires, or other loud disturbance that may cause a distraction from the learning environment.
- Five M.P.H. speed limit. Students must drive in a safe and cautious manner (no speeding or reckless driving).
- May not return to their car or anyone else's car without written permission from the front office.
- Parking tag must be displayed at all times (**tag must be displayed on the bottom left of the back window**).
- No leaving campus after arriving on campus without written permission from an administrator.
- No drugs, alcohol, firearms, tobacco products, weapons, or any items deemed inappropriate allowed in vehicles on campus.
- Inappropriate, obscene, or suggestive writing on vehicles is prohibited.
- Decals/flags/stickers/writing that solicit racial discord (i.e., Confederate flags) or suggest sexually oriented content is prohibited.
- Driving on grass is prohibited.
- Additional school discipline may be assigned for loitering.
- If a parking tag is lost or stolen, another tag must be purchased.
- If you purchase multiple parking spots, you are the only person permitted to park in your spots.
- Students must complete the Drug Testing Permission Form before receiving a parking tag. Consequences for parking lot violations (except those violations governed by state law), may range from a written warning to denial of parking privileges for the duration of the school year.

SEARCHES

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

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

Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted [See also the Student Code of Conduct.]

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug-Testing

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

SECURITY CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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 Melissa Thompson at 903-880-1331.

If the district or charter school 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 to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 service: 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 child is experiencing learning difficulties, the parent may contact the individual listed below to learn about the schools overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation 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 for special education services at 903-880-1331.

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

regarding special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process. Contact Person for Special Education Referrals The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Melissa Thompson at 903-880-1331.

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 at (903)880-1331.

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

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

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Emergent Bilingual Students

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. The designated person to contact is Charity Groom (Executive Director of Curriculum) at 903-880-1301.

Audiobooks

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or

reading disabilities such as dyslexia.

STANDARDIZED TESTING (High School)

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

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

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

End-of-Course (EOC) Assessments for Students in Grades 9–12

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

- Algebra I
- English I and English II,
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

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

Per HB4545, 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. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special

education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Requesting Administration of STAAR/EOC in Paper Format

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.

Failure to Perform Satisfactorily on STAAR or EOC Assessments

If a student 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.

When a student fails to 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. Parents are encouraged to participate in developing this plan.

TSI (Texas Success Initiative) Assessment

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

STANDARDIZED TESTING (Junior High)

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 will take state-mandated assessments, such as the STAAR. The standardized testing program includes tests for students in grades 3–12. The new rigorous program will focus on readiness for success in subsequent grades and courses and, ultimately, for college and career. Testing will occur in the following subjects:

- Mathematics, annually in grades 3–8

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

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

Also, for the first time since the state began its standardized testing program, the tests will have a time limit. Unless a student is eligible for an accommodation, each student will have four hours to complete each assessment.

STAAR Alternate 2 Assessment: These assessments are for students receiving special education services, will be available for eligible students, 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.

End-of-Course (EOC) Assessments for Students in Grade 8

As of 2011, 8th grade students that are enrolled in Algebra I are required to take the Algebra I EOC Assessment.

(Pre) ACT, SAT, Explore Tests

See the counselor for further information.

STAAR Remediation

Students, who do not pass all sections of the state assessments, may be required to participate in remediation. Remediation will take place before/after school. In some cases, a student may be enrolled in remediation classes instead of an elective course. Students who fail benchmark assessments are subject to being removed from elective courses and placed in remediation courses.

Per HB4545, 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. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Requesting Administration of STAAR/EOC in Paper Format

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.

STUDENT RECORD ACCESS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable

information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.
Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll which he or she is already enrolled.

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

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

The address of the superintendent's office is 310 E. Market Street Mabank, TX 75147.

The address of the high school principal's office is 18786 East Hwy 175 Mabank, TX

75147.

The address of the junior high principal's office is 822 W Mason St, Mabank, TX 75147.

A parent (or eligible student) may inspect the student's records and request a correction 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 campus principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL),

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.mabankisd.net. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records.

For more information about how to file a complaint, see

<https://studentprivacy.ed.gov/file-a-complaint>.

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.

Professional Qualifications of Teachers and Staff

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.

SUICIDE AWARENESS

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

SURVEYS

From time to time, students are asked to participate in surveys. If you do not want your child to participate, please notify the school in writing.

TARDY

In an effort to improve student learning, Mabank High School is committed to the ideal of students being in class on time and ready to learn. Tardies are evaluated and reset each grading period. Students will receive two tardies with no consequences. Tardy students are subject to the disciplinary actions listed in the table below.

2024-2025 Tardy Policy			
	Consequence		Consequence
1st	No Consequence	4th	After School Detention - 1 hour
2nd	No Consequence	5th	Friday Night School - 4 hours
3rd	Lunch Detention	6th or beyond	ISS the following day

Students that are habitually late to 1st period may be subject to additional disciplinary action in addition to the consequences listed above. Skipping an assigned detention without prior arrangement, will result in 1 day of ISS. Please note that 10 or more days of ISS for skipping/tardies may result in a DAEP review and placement.

TELEPHONE

Students will not use the office telephone for personal calls except in emergency situations and/or with staff permission.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

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.

See Appendix D for Electronic Use Policy.

TITLE I PROGRAM

Each Title I, Part A, campus provides to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher.[P.L. 107-110, Section 1111(h)(6)(A-B)]

Parents/Caregivers – Title I - Annual Meetings

- 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 parent/caregivers (campus newsletter and/or take home notes) and through public notices.

Parent/Student Compacts - Title I_(See Appendix D for Compact)

- 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.

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students 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.

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, (903) 880-1690.

Bus Regulations

Students being transported in school-owned vehicles shall comply with the district's bus discipline procedures. Any student who fails to comply with these established rules of conduct while on school transportation shall be subject to disciplinary action and may be denied transportation services. Only regularly scheduled bus students are to ride the school bus. Pickup and Drop off locations must be the same. Only in the event of an emergency will students be allowed to transfer to another bus. Guest riders are not allowed. Bus students are to go immediately to the buses as soon as they are dismissed from school in the afternoon.

Bus Rider 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 pick-up 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 care 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 student 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/electronic cigarettes/vaping devices
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:
 - The student nearest the door will open the door and hold it open.
 - Leave the bus in a single file as quickly and quietly as possible. Leave all personal items on the bus. (books bags, handbags, Etc)
 - Evacuation will start with the seat closest to the door.

- Once outside the bus, follow the driver's instructions completely.

Extra-Curricular and Co-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. **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.

TUTORIAL PROGRAM

In accordance with the Texas Education Code, a tutorial program is offered at MHS. State law requires a student with a grade below a 70 for a reporting period to attend. The tutorial program is designed to assist those students who are achieving below expectations. Tutorials are scheduled every Monday, Tuesday, Wednesday, and Thursday, both before and after school. We ask the cooperation of parents in picking students up immediately after tutorials. We strongly recommend that parents encourage their children to participate in the tutorial program. Tutorial buses will be available throughout the year for those students that utilize the tutorial services.

VANDALISM

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

VERIFICATION OF ENROLLMENT AND ATTENDANCE (VOE) FORM FOR DRIVER LICENSE PURPOSES (VOE)

To obtain a driver license, a student between the ages of 16 and 18 must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirements for the semester preceding the date of application. The student can obtain this form in the Assistant Principal's office. Student's must be in good standings with attendance and grades to receive a VOE.

VISITORS TO THE SCHOOL

General Visitors

Parents and visitors are encouraged to visit district schools. All visitors are asked to enter through the primary entrance and report to the main office to be issued a visitor's pass. A visitor's pass will only be issued once a driver's license or a photo ID has been submitted. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Visitors are asked to exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.

- All visitors are expected to demonstrate the highest standards of courtesy, conduct, and dress; disruptive behavior will not be permitted. Visitors are expected to adhere to the MISD dress code.
- Visitors are not allowed in the commons area unless the visitor is a member of the immediate family. An administrator will make the final decision whether or not to allow admission to the cafeteria.

Please refer to the section on parent and volunteer participation to learn how you can be an asset to the educational process in Mabank ISD. Education succeeds best when there is a strong partnership between the school, home and community. Thanks for being a valuable part of this process.

WITHDRAWING FROM SCHOOL

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

**There may be areas not covered in this handbook that are addressed at a later date.
Please do not hesitate to contact the campus office with any questions.**

Glossary

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

CPS stands for Child Protective Services

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end of course) assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

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

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

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.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year and for any student in middle school or higher 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.

POLICY Board Policies can be found at <https://pol.tasb.org/Home/Index/759>

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

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix A

STUDENT CODE OF CONDUCT
DISCIPLINARY PROCEDURES

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 free of disruption at school or school-related activities shall include but are not limited to:

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, classroom rules, and all 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, any school-related misconduct, regardless of time or location, and when a student engages in cyberbullying, as provided by Education Code 37.0832.

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.

CLASSES OF MISCONDUCT - The Mabank Independent School District Discipline Management Program classifies student misconduct into six classes. Appropriate types of disciplinary techniques are listed for each class.

CLASS I - Examples (not inclusive list):

1. Inappropriate behavior (not abusive, threatening, violent)
2. Tardiness
3. Violation of the dress code
4. Being in an unauthorized area
5. Leaving campus
6. Skip detention
7. Truancy
8. Public display of affection
9. Horseplay/class disruption

Appropriate Disciplinary Actions

1. Counseling
2. Loss of privileges
3. Detentions (before school, after school, lunch)
4. In-school suspension (one to five days)
5. Friday Night school
6. Corporal punishment
7. Peer mediation

Conference/Appeal Procedure: The appeal of Class I decisions is exhausted at the campus principal level.

CLASS II - Examples (not an inclusive list):

1. Persistent/severe Class I offenses
2. Disrespect of school personnel and persons in authority
3. Cheating and plagiarism
4. Hazing or harassment of students, Education Code 25.0342 (a)
5. Possession of items which jeopardize school safety (i.e. matches, lighters, pocket knives)
6. Use of profanity (possible citation from law enforcement)
7. Gang Activity
8. Refusal to follow directive of school personnel (insubordination)
9. Refusal to surrender an electronic devices
10. Threats - verbal or written
11. Inappropriate use of electronic devices
12. Possession or use of tobacco (excluding e cigarettes)

Appropriate Disciplinary Actions

1. Class I disciplinary techniques
2. In-school suspension (three to five days)
3. Out-of-school suspension (one to three days)

CLASS III - Examples (not inclusive list):

1. Persistent/severe Class II offenses
2. Verbal abuse
3. Bullying
4. Willful destruction of school or personal property and/or vandalism
5. Interference with school discipline or activities
6. Hazing - physical abuse (possible citation from law enforcement)
7. Sexual harassment (verbal and /or physical)
8. Racially, ethnically or culturally motivated inappropriate behavior
9. Theft (possible citation from law enforcement)
10. Possessing, distributing, or accessing pornographic, nude or partially nude, obscene, lewd, or indecent

materials in any media format.

11. Possesses or uses an e-cigarette
12. Possession of drug paraphernalia (possible citation from law enforcement)
13. Fighting/mutual combat (possible citation from law enforcement)
14. Assault - contact against someone other than a school District employee or volunteer. (Possible citation from law enforcement)
15. Fireworks
16. Distributes tobacco (excluding e cigarettes)

Appropriate Disciplinary Actions

1. In-school suspension (five days or more)
2. Out-of-school suspension (one to three days)
3. Placement in DAEP

CLASS IV - Examples (not inclusive list):

1. Persistent/severe Class III offenses
2. Weapon - not expellable
3. Threat against a school employee
4. Burglary of a motor vehicle on campus
5. Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
6. Gives, delivers, possesses, uses or under the influence of a controlled or simulated controlled substance.
7. Gives or abuses over-the-counter or prescription medications, nutritional supplements, dietary supplements, etc. (may be considered a Class III offense at the discretion of the principal)
8. Deliberate destruction of or tampering with computer data or networks of the MISD
9. Death threat - verbal or written
10. Disruptive activity
11. Inappropriate sexual conduct
12. Gives, delivers, sells, possesses, uses or is under the influence of an alcoholic beverage
13. Abuse of volatile chemical
14. Public lewdness or indecent exposure
15. Retaliation against a school employee
16. Assault - bodily injury against someone other than a school district employee or volunteer
17. School related gang violence

Appropriate Disciplinary Actions

1. Mandatory DAEP

CLASS V - (MANDATORY DAEP DISCRETIONARY EXPULSION)

Examples (not an inclusive list):

1. Serious or persistent misconduct violating the student code of conduct while assigned to an alternative education program.
2. Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat

involving a public school.

3. Criminal mischief against student (expulsion is for felony offenses only)
4. Criminal mischief against staff (expulsion is for felony offenses only)
5. Terroristic threat against student
6. Terroristic threat against staff
7. Assault of a school district employee or volunteer
8. False alarm/false report
9. Selling or distributing marijuana, inhalants or dangerous drugs
10. Engages in deadly conduct (expulsion)

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or on the district's website under Board Policy Manual at www.mabankisd.net.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

CLASS VI - (MANDATORY EXPULSION)

Examples (not an inclusive list):

1. Felony retaliation against a school employee
2. Used, exhibited or possessed a firearm (expulsion is for one calendar year)
3. Used, exhibited or possessed an illegal knife
4. Used, exhibited or possessed an illegal club
5. Used, exhibited or possessed a prohibited weapon
6. Arson
7. Murder, capital murder, criminal attempt to commit murder or capital murder
8. Indecency with a child
9. Aggravated kidnapping
10. Aggravated assault against someone other than a school employee or volunteer
11. Aggravated assault against a school employee or volunteer
12. Sexual or aggravated sexual assault against someone other than a school employee or volunteer
13. Sexual assault or aggravated sexual assault against a school employee or a volunteer
14. Felony controlled substance violation
15. Felony alcohol violations
16. Aggravated robbery
17. Manslaughter
18. Criminally negligent homicide

Appropriate Disciplinary Actions

1. Expulsion

Hearing/Appeal Procedure: If a student is being considered for expulsion, a hearing will be conducted by the principal. Parents will be notified and given the opportunity to participate in this hearing. Decisions regarding expulsion may be appealed to the Board of Trustees in accordance with Policy FNG(Local).

Appendix B

Mabank ISD Freedom from Bullying Policy

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

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

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to

the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

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

Improper Conduct

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

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix C

Administrative Letters to Parents

Electronic Communication/Data Management Procedures

Mabank Independent School District

310 East Market St.
Mabank, Texas 75147
903/880-1300

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 KLTY 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, KLTN 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,

Russell Marshall
Interim Superintendent
Mabank ISD

Mabank Independent School District
310 East Market St.
Mabank, Texas 75147
903/880-1300

August 2024

Dear Parents:

Your child has an opportunity to be given access to the District's electronic communications system and needs your permission to do so. Your child will be able to communicate with other schools, colleges, organizations, and individuals around the world through Internet and other electronic information systems/networks.

The Internet is a network of networks. Through the District's electronic communications system, your child will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed District policy, administrative regulation, and agreement form and discuss these requirements together. Inappropriate system use will result in the loss of the privilege to use this educational tool.

Please note that the Internet is an association of diverse communication and information networks. It is possible that your child may run across areas of adult content and some material you might find objectionable. While the District will take reasonable steps to preclude access to such materials and does not encourage such access, it is not possible for us to absolutely prevent such access.

Please return the attached agreement form, located at the back of this handbook, indicating your permission or denial of permission for your child to participate in the District's electronic communication system.

Sincerely,

David Glosup
Technology Director



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 D

Parent/Student Forms

NOTICE TO PARENTS

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 _____

Mabank Independent School District
General Use Publication Release 2024-2025

I give Mabank Independent School District the right to reproduce in electronic or print publication form any images (photographic film or digital/electronically- i.e. internet website) taken during participation in activities that fall under the jurisdiction of Mabank Independent School District.

_____ I give permission for my child to be identified by name/campus/district in any of the forms of images listed above. This includes athletic or extracurricular activity programs or coverage.

Please initial **ALL** of the following giving your consent of release to a certain type of image:

_____ area newspaper

_____ photos with name on campus

_____ campus/district website

_____ yearbook

_____ campus production (DVD, Power Points, newsletters, etc) – *DVD from musicals or slide shows might be sold as fundraiser to parents, guardians and/or family members*

_____ I do not want photos or reproduced images of my child to be used **under any circumstances**.

Name of Student: _____

Current grade level: _____

Current teacher: _____

Parent/Guardian Signature: _____ **Date:** _____

MABANK INDEPENDENT SCHOOL DISTRICT

Directory Listing

Family Educational Rights and Privacy Act of 1974

At various times during the school year outside sources may request directory information about your child(ren). Please check one of the following blanks below.

Yes, I give permission for my child's information to be released.

No, I do not give permission for my child's information to be released.

Parent/Guardian Signature: _____ **Date:** _____

2024-2025 SCHOOL-PARENT CONTRACT

Mabank High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Secondary 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 school year 2024-2025.

School Responsibilities

Mabank High School is 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 on-going 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 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.

School

Parent(s)

Student

Date

Date

Date

2023-2024 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 cuanto 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.

Maestro

Padre

Estudiante (cuando apropiada)

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.

1. **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** _____

2. **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.

- I give permission for my child to participate in the District's electronic communications system and certify that the information contained on this form is correct
- I do not give permission for my child to participate in the District's electronic communications system.

Signature of parent or guardian _____

Home Address _____

Home phone number _____ **Date** _____

2024-2025
SCHOOL BUS RIDER FORM

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

<i>NAME</i>	<i>PHONE #</i>

School _____ Grade _____ School Bus# _____

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

Appendix E

Alma Mater and Fight Song

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 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!

Mascot: Panther

Colors: Kelly Green & White

Appendix F

Frequently Asked Questions

QUESTIONS MOST FREQUENTLY ASKED BY STUDENTS AND PARENTS

1. What is the Disciplinary Policies and Procedures Plan? Why do we have this discipline system?

The Disciplinary Policies and Procedures Plan is designed to ensure that every student can receive a quality education in an orderly, safe, and well-managed classroom setting. It is the primary job of the school district to teach students in an atmosphere which is free from disruptions or inappropriate behaviors. In this atmosphere, the best learning will take place.

The Disciplinary Policies and Procedures Plan provides a uniform set of behavior guidelines and consequences for all students in all grades of the high school. The Texas Legislature passed a law known as Senate Bill 1 in 1995 which requires every school district in Texas to develop a discipline management system which consists of rules and consequences.

2. Why can two students receive different consequences for the same act of misbehavior?

It is correct that in a system of progressive discipline two students who have committed the same offense may receive different disciplinary consequences. The reason for this is that one student may be a first-time offender, having no previous record of misbehavior, while the other student may be a repeat-offender, requiring more progressive disciplinary consequences.

Under the progressive discipline plan a lower level may automatically progress to a consequence from a higher level.

Every student's behavior record and behavior progress is unique and individual. Therefore, two students who may have actually committed the same offense together may receive very different disciplinary consequences.

3. Who has the authority to decide which consequence is given to the student after an act of misbehavior?

The classroom teacher, assistant principal, and the school principal have the legal authority and responsibility to assign appropriate consequences for a student misbehavior. School officials may confer with a parent before assigning a consequence, depending upon the severity of the behavior and consequence. The staff of the school, the assistant principals, and the principal will follow the guidelines set forth in the Student Code of Conduct and the Behavior Management Plan to ensure that an orderly educational atmosphere exists for all students.

4. What are the responsibilities of the students, the parents, and the school staff?

Students, parents, and the staff of each school share the responsibility to work together in cooperation to ensure that appropriate student behavior occurs.

The school staff has a legal and moral obligation to all students to provide an educational atmosphere where every student can learn, unhindered by inappropriate behaviors that infringe upon his/her right to learn. Moreover, the school staff has the responsibility to treat all students fairly and equitably and to select appropriate disciplinary consequences for each individual student when an infraction occurs.

5. What is the discipline that was given to another student? Why can't I know?

Often, parents become frustrated because they want to know what disciplinary action was given to a student other than their own child. School authorities, however, are not allowed, under law, to reveal any type of personal and confidential information in either academic or disciplinary areas to anyone other than the student's parent or legal guardian. While it may be frustrating for a school official to not be able to offer specific information on how another student was disciplined, parents can be assured that the other student's parents will be informed of the misbehavior, and that appropriate action will be taken.

The confidentiality provisions of the law are in place to protect the rights of every child as an individual.

6. Explain the confidentiality of student's discipline records.

Student records are governed by federal statute, the Family Educational Rights and Privacy act (FERPA, also known as the Buckley Amendment.) FERPA limits access to a student's records by anyone other than the student himself, his parents, and anyone else who may have a "legitimate educational interest, including teacher and administrators. Parents and students have the right to request that their records not be released to anyone without permission. These rights can be knowingly and voluntarily waived, i.e. for recommendations to colleges, employment, etc. The U. S. Secretary of Education and the Texas Education Agency are granted an exception to review students' records while conducting investigations of the school district. Only a valid court order, such as a divorce decree or an order terminating parental rights, on file with the District will prohibit an authorized person from obtaining access to a student's records

7. What are my student's rights in the discipline process?

The student's rights in disciplinary matters depend on the severity of the punishment. For example, a student receiving discipline (i.e. detention hall or in-school suspension of three days or less) that allows the student to receive educational services on the school campus has no right to have the principal's discipline management technique reviewed prior to its implementation. However, certain disciplinary actions can result in the invoking of a student's due process of law rights.

8. What is the "due process" standard for a student recommended for expulsion?

A student being expelled from educational services is entitled to:

- a. Prior notice of charges and the proposed sanctions as to afford a reasonable

opportunity

for preparation.

b. Right to a full and fair hearing before the board or its designees.

c. Right to an adult representative or legal counsel.

d. Opportunity to testify and to present evidence and witnesses in their own or their defense.

9. Is there a separate set of rules for students who ride a school bus?

Yes, there is also a set of behavior rules for all students who ride a MISD bus. The school bus is a unique setting, where misbehavior can lead to safety problems for the driver and other students. The rules/regulations for bus riders specify areas not necessary for the classroom/campus setting; however, the Student Code of Conduct is not replaced by it. Because the Disciplinary Policies and Procedures Plan applies to students at any and all school related activities, both apply to the bus riders.