

Mathis Independent School District



2022-2023

Student Handbook

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PREFACE

To Students and Parents:

Welcome to the 2022-2023 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue. Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Mathis Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the District’s website at <http://mathisisd.org/> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The District reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or District policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the District. If you or your child has questions about any of the material in this handbook, please contact the principal.

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

1. Acknowledgment Form;
2. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information form;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.
5. Corporal Punishment Opt-Out

[See **Objecting to the Release of Directory Information** on page 6 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 8 for more information.]

NOTE: References to policy codes are included so that parents can refer to board policy. The District’s official policy manual is available for review in the District administration office and an unofficial electronic copy is available at <http://mathisisd.org/>.

MATHIS ISD GENERAL INFORMATION

Board of Trustees

- | | | |
|---------------------|----------------|-------------------------|
| • Melinda Barajas | President | Term Expires - May 2025 |
| • Rick Cortez, Jr. | Vice-President | Term Expires - May 2025 |
| • Dr. Moises Alfaro | Secretary | Term Expires - May 2023 |
| • Angie Trejo | Board Member | Term Expires - May 2023 |
| • Justine Sablatura | Board Member | Term Expires - May 2023 |
| • Ramon Acosta, Jr. | Board Member | Term Expires - May 2025 |
| • Sean L. Orsak | Board Member | Term Expires - May 2025 |

(*The School Board meets the third Monday of every month at the Mathis Independent School District, McCraw Library)

Administration Office

602 E. San Patricio Ave, Mathis, Texas 78368, Office: (361) 547-3378, Fax: (361) 547-9474

- Christina Alvarado - Director of Counseling, Special Programs & Assessments
- Leslie Cardenas - Administrative Assistant to Superintendent
- Vanessa Casas - Accountant
- Jennifer Encinia- Director of Human Resource
- Yolanda Galvan – School Tax Collector
- Sonia Gamez– Director of Curriculum for Science and K-5 Reading
- Veronica Garza - Director of Special Education

- Cristina Gutierrez – Tax Office Clerk
- Dr. Veronica Gutierrez- Director of Math Curriculum/Instructional Coach
- Tim Norman - Superintendent of Schools
- Jennifer Herrera – Data Processor/Scanner
- Rosie Huerta – Distribution Center Director & Safety Coordinator
- Erasmo Leal – Director of Maintenance
- Sueann Martinez - Director of Food Service
- Amy Perez – Instructional Coach for 6-12 Social Studies
- Vanessa Garcia-Olivarez – Payroll Specialist
- Gail Shepler – Finance Officer
- Melodie Wallace, Receptionist/Assistant to Business Office

Technology Personnel

- Jose Avila - Director of Technology
- Jaime Garcia - Technology Assistant
- Israel Garcia - Technology Assistant
- Walter Golding - Technology Assistant

Mathis High School Administration (Grades 9-12)

1615 E. San Patricio Ave., Mathis, Texas 78368, Office: (361) 547-3322, Fax: (361) 547-4131

- Roxanne Aguirre – College Readiness Coordinator/GEARUP
- Rosalinda Villarreal – Counselor
- Renee Guajardo – Counselor
- Ernesto DeLuna – Truancy Officer/Parent Liaison
- Braydon Maxwell - Assistant Principal
- Sylvia Medrano – PEIMS/Registrar
- Lizette Paceley – Assistant Principal
- Mateo Reyes – Head Band Director
- Dr. Jesse Riojas - Principal
- Reba Sanchez – Attendance Clerk/Office Support
- Trae Stevens - Athletic Director/Head Football Coach
- Melissa Benedict – District Nurse
- Jo Elizabeth Villarreal – Administrative Assistant

Mathis Middle School Administration (Grades 6-8)

1627 San Patricio Ave., Mathis, Texas 78368, Office: (361) 547-2381, Fax: (361) 547-4156

- Gail Gutierrez-Wilkins – Assistant Principal
- Nancy Jenkins – PEIMS/Attendance Clerk
- Amanda Mesa – Receptionist/Office Support
- Summer Norman - Counselor
- Carla Ramirez – Administrative Assistant
- Randy Tiemann - Principal
- Christopher Thrash – Assistant Band Director
- Nelda Trejo – Medical Assistant
- Patricia Pittman – Associate Principal

Mathis Intermediate School Administration (Grades 3-5)

550 E. San Patricio Ave, Mathis, Texas 78368, Office: (361) 547-2472, Fax: (361) 547-4119

- Sharon Daniels – Counselor
- David Garcia - Assistant Principal
- Vacant- Licensed Vocational Nurse
- Hilaria Ortiz – Administrative Assistant
- Cynthia Westbrook – Principal
- Ester Rose – Receptionist
- Shirley Sandoval – Medical Assistant
- Thania Zamora – PEIMS/Attendance Clerk

Mathis Elementary School Administration (Grades PK - 2)

315 S. Duval St., Mathis, Texas 78368, Office: (361) 547-4106, Fax: (361) 547-4162

- Belen Acosta – Administrative Assistant
- Lacy Brauchle- Principal
- Kimberly Briones – Receptionist/Office Support
- Melissa Gutierrez – Registered Nurse
- Brenda Leal - Counselor
- Stacey Sens – PEIMS/Attendance Clerk
- Nicole Tucker – Assistant Principal

Mathis Learning Center Administration (Grades 5-12)

500 East Saint Mary’s, Mathis, Texas 78368, Office: (361) 547-4166, Fax: (361) 547-4122

- Leo Cano – Principal
- Suzzi Rosenbaum – Administrative Assistant

Campus Alma Mater

Mathis, Our Mathis
 We Walk Thy Hallowed Halls
 Strength and Perfection
 Have Built Thy Mighty Walls
 O Mathis, Our Mathis
 With Pride and Loyalty
 We Hail Our Alma Mater
 Through All Eternity
 One Oh Yes, We Hail Our Alma Mater
 Through All Eternity

Fight Song

High Up O’er Field Of Battle,
 Waves Maroon and White
 Our Team Advancing
 Straight into the Fight Strong,
 With Faith Undaunted,
 Victory Will Come True
 We’ll All Fight Together,
 We’re All For

District Website

<http://www.mathisisd.org/>

Texas Pledge

Honor the Texas flag;
 I pledge allegiance to
 thee, Texas, *one state
 under God*, one and
 indivisible.

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

The District has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The District's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The District has also established procedures for staff to notify the mental health liaison, Stephanie Schuette, can be reached at (361)547-3378 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on-and-off-campus, and accessing available student accommodations provided on campus. For further information, see Mental Health Support on page 88.

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

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

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

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

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

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

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or

- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The District will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.[See **Video Cameras** Page 92 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet or submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, District personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

NOTE: If the District is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the District to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in

the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student's name and photograph posted on a District-approved and -managed social media platform; and the names and grade levels of students submitted by the District to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

The District has identified the following as directory information:

- student name
-
- address

- telephone listing
- electronic mail address

- photograph
- date and place of birth
- major field of study
- degrees
- honors and awards received
- dates of attendance
- grade level
- most recent educational institution attended
- participation in officially recognized activities and sports
- weight and height of members of athletic teams.

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at **Authorized Inspection and Use of Student Records** on page 11.

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

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

Participation in Third-Party Surveys

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

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

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

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

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

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

- Any survey concerning the private information listed above, regardless of funding.

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

A parent may inspect:

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

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

Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually

transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Basic human sexuality instruction through health classes dealing with human sexuality, sexually transmitted diseases or human immunodeficiency virus or acquired immune deficiency syndrome. As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the District’s SHAC. Please see the campus principal for additional information.

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 78 and policy EC(LEGAL)]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential

knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. The District will provide login credentials to each student's parent for any learning management system or online learning portal use in instruction to facilitate parent access and review.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 6, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.

- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

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

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

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

- When District school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including District health or District medical staff); a person or company with whom the District has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school District/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the District discloses information, it has designated as directory information [see **Objecting to the Release of Directory Information** on page 7 for opportunities to prohibit this disclosure].

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

The 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.

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is 602 E. San Patricio Ave, Mathis, Texas 78368.

The address of the principals' offices are:

- Mathis High School - 1615 E. San Patricio Ave., Mathis, Texas 78368
- Mathis Middle School - 1627 E. San Patricio Ave., Mathis, Texas 78368
- Mathis Intermediate School - 550 E. San Patricio, Mathis, Texas 78368
- Mathis Elementary School - 315 S. Duval St., Mathis, Texas 78368

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 80, and **Complaints and Concerns** on page 37 for an overview of the process.]

The District's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the District's website at www.mathisisd.org.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with District administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 26, policy FDB, and policy FFI.]

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

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student’s disability

must submit a request in writing to the principal at least ten District business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the District's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another District but does not meet the graduation requirements of the receiving District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District.

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

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

[See also **Credit by Examination for Advancement/Acceleration** page 41, **Course Credit** page 41, and **Students in Foster Care** page 89 for more information.]

Students Who Are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous

academic records, or misses an application deadline during a period of homelessness;

- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 41, **Course Credit** on page 41, and **Homeless Students** on page 69 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

For those students who are having difficulty in the regular classroom, all school Districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Multi-Tiered system of supports. MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating

children who are suspected of having a disability and in need of special education. However, a verbal request does not require the District to respond within the 15 school-day timeline.

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

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

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

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

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 Veronica Garza at (361) 547-4123.

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 Veronica Garza at (361) 547-4123. [See also **Students with Physical or Mental Impairments Protected under Section 504** on page 19.]

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

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

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected Under Section 504

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

[See also Students Who Have Learning Difficulties or Who Need Special Education on page 17 or Section 504 on page 18 for more information.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

particular topic, please contact the campus principal at:

Mathis High School (361) 547-3322
Mathis Middle School (361) 547-2381
Mathis Intermediate School (361) 547-2472
Mathis Elementary School (361) 547-4106

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument. A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 14 for that section.]

Secondary Grade Levels

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

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the District is Ernesto DeLuna. 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 through 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)]

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

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal 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 or a final grade for the class.

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

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The District must submit attendance of its students to the TEA reflecting attendance at a specific

time each day.

Official attendance is taken every day at 10:30 a.m., which is during the second instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

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

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

Doctor’s Note After an Absence for Illness (All Grade Levels)

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

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

[See policy FEC(LOCAL)]Driver License Attendance Verification (Secondary Grade Levels Only)

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.

Perfect Attendance

Attending school every day has many benefits for students. The benefits at school begin with being in attendance for classroom instruction and nothing can replace the interactions between teacher and learner. Students also keep up with their assignments, are at school for special events, and can maintain and develop positive relationships with their peers and friends. Regular attendance also promotes the lifelong virtue of responsibility and benefits the student at home, school, and in the future (workplace). Perfect attendance demonstrates the motivation of a student to be at school every day, and to overcome obstacles that stand in the way of his or her goal.

The requirements for perfect attendance are:

- must be on time each day (no tardies)
- may not be absent during any part of the day (exception: campus-related field trips)
- may not be absent for any reason, excused or unexcused (every minute/every day)

Those students accomplishing the task of perfect attendance will be recognized and awarded at the end of the school year.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Mathis Independent School District and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

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

This information can be found on the District's website at <http://mathisisd.org>. Hard copies of any reports are available upon request to the District's administration office.

TEA also maintains additional accountability and accreditation information at **TEA Performance Reporting Division and the TEA homepage**.

Armed Services Vocational Aptitude Battery Test

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

The test shall be offered in the Fall semester.

Please contact the principal for information about this opportunity.

AWARDS AND HONORS (All Grade Levels)

Student Awards

Special awards and scholarships are presented to deserving students at Graduation at the close of the school year.

Scholastic Awards

Outstanding student awards are presented in each teaching field during the second semester at the Annual Academic & UIL Banquet.

BULLYING (All Grade Levels)

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

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

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

The District is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions,

name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The District will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by emailing the Title IX coordinator or at www.mathisisd.org/harassment.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances.

Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that the student be transferred to another classroom or campus within the District. [See **Safety Transfers/Assignments** on page 15.]

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

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

[See Safety Transfers/Assignments on page 15, Dating Violence, Discrimination, Harassment, and Retaliation on page 42, Hazing on page 65, policy FFI, and the District improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary **Grade Levels Only)**

The District offers career and technical education programs in the following areas: agriculture, business, computer technology, criminal justice, health science, sports medicine, and welding. Admission to these programs is based on student selection and Personal Graduation Plan (PGP). It is the policy of the District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504

of the Rehabilitation Act of 1973, as amended.

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

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

[See **Nondiscrimination Statement** on page 76 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

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

[See **Food Allergies** on page 66.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at <http://www.mathisisd.org> . Trafficking includes both sex and labor trafficking. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is

important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 42.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

- A desire to quit a job but not being allowed to do so.

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

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

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

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County. Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

- Child Welfare Information Gateway Factsheet
- Kids Health, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking
-

CLASS RANK/HIGHEST-RANKING STUDENT (Secondary Grade Levels Only)

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit. [For further information, see policy EIC.]

Graduation Plans

Mathis High School students can graduate on one of four graduation plans:

- Pirate Scholars Program Students
- Foundation + Endorsement + Distinguished Students
- Foundation + Endorsement Students
- Foundation Students

All Students will be encouraged to take the Recommended High School Program or higher. Students who take the Foundation Minimum High School Program must have permission from the principal, counselor, and parent.

Calculations

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only.

Calculations for class rank shall include only the 26 credits required for high school graduation, using the highest grades in each category for the student’s graduation plan (highest four grades in English, for example). The District shall include in the calculation all state and local graduation requirements earned in high school credit courses taken in grades 9–12 only with the exception of the following:

- Any type of student aide elective;
- Local credit courses;
- Courses for which credit is earned through credit by examination, with or without prior instruction;
- Distance learning/online courses, unless the grade is earned in a Texas Virtual School Network (TxVSN) course or in a distance learning/online course offered through the District;
- Courses taken for credit recovery;
- Courses taken during summer school; and
- Courses taken in any nonaccredited school.

All other grades including failing grades, repeated courses, and college courses taken for high school credit shall be included in determining a student’s GPA and rank in class. Advanced classes can be substituted for prerequisite classes.

Weighted Grade System

The District shall categorize and weight eligible courses in accordance with the provisions of Policy EIC(LOCAL) and as designated in appropriate District publications.

Grades below 70

When a failing grade is included in class rank calculations, the District shall use the grade weight assignments, corresponding with the student’s grade, with a grade of 69 equivalent to a 2.9, 1.9, and 0.9 respectively.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the District’s system, and the District has accepted the credit, the District shall include the grades in the calculation of class rank and assign weight to the grades based on the categories and grade weight system used by the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with District policy and administrative regulations by using grades available at the time of calculation at the end of the day of the Friday prior to graduation of the senior year.

A student shall be grouped according to his or her graduation plan. When determining class rank, a student under the Pirate Scholars Program shall be grouped first, a student under the Foundation + Endorsement + Distinguished Program shall be grouped second, a student under the Foundation + Endorsement Program shall be grouped third and a student under the Foundation High School Program shall be grouped fourth.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively, as determined by policy. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the six semesters immediately preceding graduation, unless the student is a local resident migrant student;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed all requirements of the Pirate Scholars Program or the Distinguished Achievement Program.

Breaking Ties

In cases of a tie in weighted grade point averages (GPAs) or weighted numerical grade averages as appropriate to the student's graduating class, among the top two academically ranked students, the following methods shall be used to determine who shall be recognized as valedictorian:

1. The weighted GPA or weighted numerical grade average shall be computed to the fourth decimal place;
2. If a tie remains, the District shall calculate a weighted GPA using only eligible grades in advanced courses (those on the 5.0 and 6.0 scales) taken by each student involved in the tie.
3. If a tie still remains, the District shall honor co-valedictorians, and no salutatorian shall be named;

If a tie develops for salutatorian, the same process will be used to determine the salutatorian honor. If a tie still remains, the District shall honor co-salutatorians.

Highest Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see policies at EIC.]

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. Therefore, class rank procedures may be adjusted by the District based on the new graduation plan. As these decisions are made, the District will make the information available to the students affected by these changes.

Top 10 Graduates

The top ten graduates shall be the eligible top ten ranking students whether or not they have been continuously enrolled in the District for all four years of high school.

Three Year Graduates

Students who wish to graduate in three years or less shall be required to declare their intent by the end of the sophomore year, during the first ten days of the junior year, or during the first ten days of enrollment when transferring from another District. A three-year graduate must provide a letter from his or her parent or guardian granting permission. An early graduate shall be required to meet District and state graduation requirements that were in place when the student first entered grade 9 and shall be grouped according to his or her graduation plan when determining class rank.

Midyear Graduates

Students who graduate at the end of the fall block shall be ranked among the students who will graduate during the spring. Rankings shall be based on GPA at the end of the fall block.

Midyear graduates shall be eligible to participate in spring commencement ceremonies and shall be considered for scholarships awarded during the spring, provided the students complete the appropriate scholarship application form.

CLASS REGISTRATION

Listed below are the registration dates, times, and location:

- January 16-19, 2023 8th Graders MHS CCR 4:00 p.m. – 7:00 p.m.
- January 23-26, 2022 9th Graders MHS CCR 4:00 p.m. – 7:00 p.m.
- Jan. 30- Feb. 2, 2022 10th Graders MHS CCR 4:00 p.m. – 7:00 p.m.
- February 6-9, 2022 11th Graders MHS CCR 4:00 p.m. – 7:00 p.m.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

Mathis High School

Teachers Report 7:30 a.m.
Breakfast Program 8:48 a.m.
Classes (9th – 12th) 8:00 a.m. – 3:57 p.m.
Mandatory Tutorials 4:00 p.m. - 4:45 p.m.
p.m. Dinner Program 4:01 p.m. – 4:30 p.m.

Mathis Middle School

Teachers Report 7:35 a.m.
Breakfast Program 7:35 a.m. - 8:00 a.m.
Classes (6th – 8th) 8:00 a.m. – 3:37 p.m.
Mandatory Tutorials 3:40 p.m. – 4:25
Dinner Program 3:38 p.m. – 4:47 p.m.

Mathis Intermediate School

Teachers Report 7:20 a.m.
Breakfast Program 7:30 a.m. - 7:50 a.m.
Classes (4th – 5th) 7:50 a.m. - 3:35 p.m.
Mandatory Tutorials 3:35 p.m. - 4:20 p.m.
p.m. Dinner Program 3:36 p.m.

Mathis Elementary School

Teachers Report 7:15 a.m.
Breakfast Program 7:15 a.m. - 7:40 a.m.
Classes (1st – 3rd) 7:45 a.m. - 3:30 p.m.
Mandatory Tutorials 3:30 p.m. – 4:29
Dinner Program 3:31 p.m. - 4:00 p.m.

Mathis Learning Center

Teachers Report 7:30 a.m.
Breakfast Program 8:50 a.m. – 9:00 a.m.
Classes (5-12) 8:00 a.m. – 3:45 p.m.
Dinner 3:46 p.m. – 4:00 p.m.

[See **Schedule Changes** on page 82 for information related to student requests to revise their course schedule.]

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

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 [see Foundation graduation program on page 95]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024, the University will be admitting 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.

If 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 enrolling in their first course that is eligible for high school credit, the District will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

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

[See **Class Rank/Highest-Ranking Student** on page 31 for information specifically related to how the District calculates a student’s rank in class, and requirements for **Graduation** on page 58 for information associated with the foundation graduation program].

[See **Students in the Conservatorship of the State (Foster Care)** on page 15 for information on assistance in transitioning to higher education for students in foster care.]

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

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

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

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

Mathis ISD will offer to all students the opportunity to earn college credit through the dual credit program. There is no fee for the classes; however, students interested in the college classes must meet MHS college criteria before permission is granted to enroll into the college classes. The enrollment eligibility requirement for the courses is listed below:

General Information:

- Tuition and fees for qualified students enrolled in all dual credit college classes will be paid by Mathis ISD as long as the student maintains a passing grade in each college course.
- Students failing a dual credit college class will be responsible for any future tuition, fees, and book(s) unless MISD is reimbursed for tuition, fees, and book(s) prior to the beginning of the Fall/Spring semester.

- ❑ Textbooks will also be provided by the District. Required textbooks will be checked out to each student and must be returned to the District at the end of the course. Lost or damaged textbooks are the responsibility of the student/parent and must be paid for according to the textbook policies set forth in the MHS Student Handbook.
- ❑ The MHS Student Handbook/Code of Conduct and any participating college/university policies will be followed for the class.
- ❑ Students caught cheating or plagiarizing will be dismissed from the class and any future college class tuition and books will be paid by the student or parent.
- ❑ Students must be in their seats in the assigned computer lab before the tardy bell rings each day. The MHS tardy policy will be followed and consequences for excessive tardies include ISS Saturday School D-hall and/or ISS Saturday School.
- ❑ All students will be expected to log in to his/her course(s) and complete assignments on a daily basis.
- ❑ Computer access for each student will be confined to completing assignments for his/her assigned college course. Students will not be allowed to work on other high school class assignments and/or to browse the Internet, play games or otherwise be off task during their assigned college course period(s) of the school day.
- ❑ MHS proctors will actively monitor each student's work on the computer. The assigned proctor will maintain a notebook for each student which includes the syllabus for the course, course calendar with due dates for assignments and hard copies of all assignments submitted by the student. Students will be expected to sign the notebook as daily assignments are completed.
- ❑ MHS proctors will be allowed to access each student's online account through the participating college/university in order to make sure that all assignments are turned in, due dates met, and a passing grade maintained in each course. In addition, parents will be allowed to access their child's online account through the participating university to check assignment completion, due dates and grades.
- ❑ Grades will be posted to each student's online account by the college/university professor. Final grades will be posted on the student's report card.
- ❑ Food, drinks and gum are not allowed in the computer lab.
- ❑ Please note that in order to participate in the dual credit program; all students will be required to attend face to face – on- campus instruction. Should a medical concern arise, the campus administrator may use discretion and handle any questions or concerns on a case by case basis, therefore, may exercise a contingency plan if necessary.
- ❑ ***Beginning in the Fall of 2020, MISD will be transferring all Dual Credit courses to Del Mar College. Seniors will be allowed to continue with Coastal Bend College if they are working on their Associates Degree. All Core classes from Coastal Bend College will be transferable to Del Mar College.***

Supplies:

- ❑ Students will be required to keep a notebook for each class. The course syllabus, calendar with due dates, notes, and handouts will be kept in this notebook.
- ❑ If students are required to turn in any assignments through email, they must carbon copy ("cc") their assigned proctor with the assignment. This is done to protect the student in case the college professor never receives the email. In most cases, if the proctor has a copy of the email showing the assignment was turned in on time, the student will not be

penalized for late work.

- Students must backup all assignments by printing off a “hard copy” and storing each assignment in his/her notebook.

Consequences:

- All registration paperwork must be turned in to the high school office by stated deadlines, or the student may be dropped from the course.
- Punctuality and attendance to each class are mandatory. Students will be dropped from the course for excessive tardies and/or a total of nine absences per semester.
- Refusal to turn in assignments and/or turning in late assignments will result in the parent(s) being notified and may cause the student to be dropped from the course.
- Each student’s grade average will be checked at three-week, six week, and nine week grading period. Any student failing at the six weeks will be advised to bring up his/her grade by nine weeks or run the risk of being dropped from the course.
- Students who fail a course (69 or below for the semester) may only re-enroll to take additional dual credit college courses at the expense of the student or parent. [See policy EHDD (LOCAL)].

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 80 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 e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the District. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The District or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the District contacts you, please contact your child’s principal. [See **Safety** on page 80 for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS (All Grade Levels)

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

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

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on District vehicles—and consequences for violation of these standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the District amends either or both documents for the purposes of summer instruction.

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.

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Social Events

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

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

Prom

The prom may be attended by currently enrolled juniors and seniors, each of whom may bring an approved guest **under the age of 21**. Guests must be registered on the prom list at the time of prom. Names will be checked against the guest list as you enter the prom. Identification will be required to enter prom. Students are responsible for the dress and behavior of his/her guest at all times. This is a school activity where all school rules apply and will be enforced. Your purchase of a prom ticket is indication of your acceptance of these rules. Prom guest permission forms may be obtained from the principal's office.

- Although this dance takes place on the weekend, it is a school sponsored activity. All school rules do apply. Any students who do not comply with all directives will not be allowed into the dance, may be removed from the dance, may face disciplinary or legal consequences, and will not receive a refund on the ticket price.
- After 10 pm, late arrivals will not be allowed to enter the dance, and a refund will not be issued.
- Once a student leaves the dance, they will not be allowed to re-enter.
- Students and their guests are encouraged to keep their property with them during the dance. MHS is not responsible for lost or stolen property.
- No obscene or suggestive dancing—students will be asked to leave the dance, and the parent/guardian will be notified.

- Any student, or their guest, who is dressed inappropriately for a school function will not be admitted into the dance.
- All students that wish to attend prom must be passing their classes and on track to receive all credits and attendance for the school year. In addition students cannot have any major discipline infractions for the school year, as determined by administration.
- **Absolutely NO** alcohol, drugs, or tobacco products will be permitted (regardless of age.) If you are caught with an illegal substance you will be removed from the event immediately and face criminal charges. If you are deemed intoxicated/under the influence upon arrival you will not be permitted to enter, law enforcement will be contacted. Your guardians will be required to pick you up, and disciplinary action will follow upon return to school.

Dress Code

- Formal or semi-formal
- Strapless or spaghetti straps ARE allowed
- Dresses/skirts must be at least fingertip length with arms at the sides or no more than 6 inches above the top of the knee
- Slits in a dress must meet the same requirement as dress/skirt length stated above
- No garters or exposed lingerie or undergarments
- No excessively low cut dresses or tops or plunging neckline Tuxedos or formal dress are required
- Shirts must be collared shirts with short or long sleeves and worn with a tie
- Dress pants or slacks; no jeans
- Pants must be worn at the waist; not too big and not sagging
- Formal style hats ARE allowed; baseball hats are not

COUNSELING

The District has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents to talk about college and university admissions and the importance of planning for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

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

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

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

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

Personal Counseling (All Grade Levels)

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

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

[See **Substance Abuse Prevention and Intervention** on page 89 and **Suicide Awareness** on page 90, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 28.]

COURSE CREDIT (Secondary Grade Levels Only)

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 awarded credit only for the half (semester) with the passing grade.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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

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 exam.

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has **Not Taken the Course/Subject**

A student will be permitted to take an examination to earn credit for an academic course 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, and state law requires the use of certain examinations, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2022–2023 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 experiencing homelessness 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.]

Students in Grades 1–5

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

Students in Grades 6–12

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

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

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, any unwelcome sexual conduct, such as unwelcome advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature; 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. Dating violence may also be considered sexual harassment.

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

If you experience or witness sexual harassment, you may report this, including anonymously, to the District's Title IX Coordinator.

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name:	Tim Norman
Position:	Superintendent of Schools
Director Address:	602 East San Patricio Avenue, Mathis, TX 78368
Email:	(tnorman@mathisisd.org)
Telephone:	(361) 547-3378 ext:1002

Retaliation

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

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other District employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate District officials to whom to make a report.] Upon receiving a report of prohibited conduct as defined by policy FFH, the District will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the District will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted. Student may submit a formal or informal complaint.

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.

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Tim Norman
Position: Superintendent of Schools
Director Address: 602 East San Patricio Avenue, Mathis, TX 78368
Email: (tnorman@mathisisd.org)
Telephone: (361) 547-3378 ext:1002

Investigation of Report

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

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

DISTANCE LEARNING

All Grade Levels

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

The distance learning opportunities that the District makes available to District students are dual credit courses.

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

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 47.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The yearbook, the Galleon, is available to students.

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

Non-school Materials

From Students

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

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

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

From Others

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

The superintendent has designated the Administration Office as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, body size/type or body maturity. These rules apply to all District campuses and facilities and to any locations off-campus where District students are receiving classroom instruction (e.g., official class field trips, internships, or other programs hosted outside the District).

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:

All Students

- A dress code check will take place during the beginning of every class. Students in violation will be sent to the Principal or other Administrator.
- To avoid substantial disruption of the education process, apparel that contains inflammatory writing or graphics such as nudity, violence, satanic or obscene language will not be permitted. Students will not be permitted to wear clothing that suggests an affiliation or identification with groups that advocate unlawful activities including violence, drug, satanic, alcohol, or tobacco use.
- Apparel that advertises or depicts drug, alcohol or tobacco products is not permitted.
- Students may not wear clothing, which is modified to or displays writing or pictures that suggest or depict sexual activity.
- No hats or caps are to be worn in the academic buildings of the school. When appropriate, caps may be worn but only with the bill of the cap to the front. Hats and caps will be confiscated and not returned until the end of the school year if worn inappropriate or inside the academic buildings unless worn for medical purposes.
- Hairstyles or colors of a bizarre, disruptive or offensive nature are prohibited. Any highlighting of hair must be a natural color blend. Rules are interpreted at principal's attention.
- Designs cut in hair and feathers or other objects braided into hair are prohibited.
- Shirts may be worn untucked as long as the shirt is squared-off at the bottom and no part of shirt extends past the fingertips when arms are extended down the sides of the body.
- Shirts may not be worn if any of the student's midriff shows when the student's arms are raised above the head.
- Shorts may be worn but must be hemmed and be no shorter than 3-inches above the knee.
- All students must wear shoes, flip flops are not allowed. All shoes must have a strap or backing to be worn.
- The bottom garment must extend past the student's longest fingertip when the arms are fully extended at their side. Shorts must have no holes or frayed edges above the knee. Ripped/frayed pants/jeans are only permitted if athletic shorts/leggings/patches are worn underneath or are covering the holes.
- All pants, jeans, and skirts must be worn at the waistline.
- Students may not wear sunglasses or colored glasses that obscure the eyes and interfere with the ability to make eye-to-eye contact. They are permitted only as a medical requirement verified by a medical provider's written statement.
- Students are not allowed to wear see-through clothing. A school appropriate shirt must be worn underneath any outer wear (jacket, hoodie, etc.)
- Tank tops and muscle shirts are not allowed. Undershirts are permitted only if covered by another non-underwear type shirt. Vests may be worn over sleeved shirts.
- Students are not allowed to wear tightly fitting tops or tops that have a low-cut front, side or back.
- Form fitting shirts, blouses, pants and tights of any materials are not acceptable.
- Oversized jackets and long coats must be taken off upon arrival at school. This rule to be interpreted at the Principal's discretion.
- Students in violation of the dress code may be given temporary appropriate attire from

the office.

- Tattoos that show must be covered at all times during the school day or school function.
- Wallet chains or any type of chains on any apparel are not permitted on campus.

Female Students

- Earrings are permitted, but jewelry may not be worn in any pierced area of the body except the ear. Gauges are not permissible.
- Sleeveless blouses/dresses must be a minimum of three inches wide at the shoulder. No tank tops or spaghetti straps are permitted.
- Artificial hair styles that obstruct the ability of other students to see the teacher and/or hair designs that have profanity or are otherwise vulgar are not permitted.

Male Students

- Sleeveless and/or mesh athletic-type jerseys must have a tee shirt worn underneath.
- Shirts must be buttoned.
- Loose fitting pants will be pulled to the waist and belted.
- Artificial hair styles that obstruct the ability of other students to see the teacher and/or hair designs that have profanity or are otherwise vulgar are not permitted.
- Sideburns may not be below the earlobe.
- Faces will be clean shaven.
- Earrings, facial and body ornaments/piercing of any type are prohibited. Gauges are not permissible. Item(s) will be confiscated for six weeks.

Special dress requirements may be imposed for activities that require a uniform dress pattern. These activities include athletics, band and other musical groups and/or special teams. Where dress and attire are deemed a factor in safety and accident prevention, such as shop classes, labs and activity classes, additional requirements may be imposed by the teacher or director of such activities. Aside from these situations, groups and/or teams, this dress code will be in effect for all school and school related activities.

It should be kept in mind that it is impossible to write a dress code policy that is inclusive of every type of situation that might arise. It is the discretion of the Administration to interpret situations that are not specifically covered in the dress code policy and to make decisions as to whether or not an infraction has occurred. The school will consider a written statement that states a religious or philosophical objection to the uniform requirement that the Board determines is bona fide.

The school administration shall have the right to consider any current fashion to determine its acceptability for school wear. 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 will be given proper dress code attire (t-shirt/warm-up bottoms) in order to minimize the loss of instructional time. Parents or designees will not be called to bring an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the District permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless prior approval has been given by the campus principal for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office at the end of the 10th day for a fee of \$15 for the first offense. Subsequent disciplinary actions can be found in the Student Code of Conduct.

Confiscated telecommunications 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** on page 84 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 84 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 58 and **Standardized Testing** on page 86.]

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency

has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The **STAAR Spanish**, as mentioned at **Standardized Testing** on page 86, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services. If a student is considered an English language learner and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the campus principal. [See **Transportation** on page 91.]

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement 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 in a school year up to ten absences not related to post-District competition and is allowed unlimited number of extracurricular absences for post-District competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- A student absence from school on the day of contest, will not be allowed to participate in the contest.
- A student may not miss a core class to participate in an extra-curricular activity if their grade is below a 70.

Eligibility/Grade Check Schedule

Grades on the student’s progress report and report cards shall be checked as follows:

1st Reporting Period	August 3 – September 29 (41 days)
<input type="checkbox"/> September 9, 2022	Progress Reporting Period (6 weeks)
<input type="checkbox"/> September 12, 2022	Eligibility Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> September 14, 2022	Progress Reports Mailed
<input type="checkbox"/> September 16, 2022	Eligibility Lost @ 4:00 p.m.
<input type="checkbox"/> September 29, 2022	End of Reporting Period (9 weeks)
<input type="checkbox"/> October 3-7, 2022	Intersession (everyone eligible at dismissal)
<input type="checkbox"/> October 10, 2022	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> October 12, 2022	Report Cards Mailed
<input type="checkbox"/> October 14, 2022	Eligibility Gained/Lost @ 4:00 p.m.
2nd Grading Period	October 10, 2022 – Dec. 16, 2022 (42 days)
<input type="checkbox"/> October 27, 2022	Progress Reporting Period (3 weeks)

<input type="checkbox"/> October 31, 2022	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> November 2, 2022	Progress Reports Mailed
<input type="checkbox"/> November 4, 2022	Eligibility Gained @ 4:00 p.m.
<input type="checkbox"/> November 17, 2022	Progress Reporting Period (6 weeks)
<input type="checkbox"/> November 21-25, 2022	Intersession (everyone eligible at dismissal)
<input type="checkbox"/> November 28, 2022	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> November 30, 2022	Progress Reports Mailed
<input type="checkbox"/> December 2, 2022	Eligibility Gained/Lost @ 4:00 p.m.
<input type="checkbox"/> December 17, 2022	End of Reporting Period (9 weeks)
<input type="checkbox"/> Dec. 19 – Jan. 6, 2023	Intersession (everyone eligible at dismissal)
<input type="checkbox"/> January 11, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> January 13, 2023	Report Cards Mailed
<input type="checkbox"/> January 17, 2023	Eligibility Gained/Lost (4:00 p.m.)

3rd Grading Period

January 11, 2022 –March 9, 2023 (40 days)

<input type="checkbox"/> January 27, 2023	Progress Reporting Period (3 weeks)
<input type="checkbox"/> January 30, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> February 1, 2023	Progress Reports Mailed
<input type="checkbox"/> February 3, 2023	Eligibility Gained @ 4:00 p.m.
<input type="checkbox"/> February 17, 2023	Progress Reporting Period (6 weeks)
<input type="checkbox"/> February 20, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> February 22, 2023	Progress Reports Mailed
<input type="checkbox"/> February 24, 2023	Eligibility Gained @ 4:00 p.m.
<input type="checkbox"/> March 9, 2023	End of Reporting Period (9 weeks)
<input type="checkbox"/> March 13-17, 2023	Intersession (everyone eligible at dismissal)
<input type="checkbox"/> March 20, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> March 22, 2023	Report Cards Mailed
<input type="checkbox"/> March 27, 2023	Eligibility Gained/Lost @ 8:00 a.m.

4th Grading Period

March 20 – May 25 (45 days)

<input type="checkbox"/> April 6, 2023	Progress Reporting Period (3 weeks)
<input type="checkbox"/> April 11, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> April 13, 2023	Progress Reports Mailed
<input type="checkbox"/> April 17, 2023	Eligibility Gained @ 8:00 a.m.
<input type="checkbox"/> April 28, 2023	Progress Reporting Period (6 weeks)
<input type="checkbox"/> May 1, 2023	Principal Grade Check (grades due @ 8:00 a.m.)
<input type="checkbox"/> May 3, 2023	Progress Reports Mailed
<input type="checkbox"/> May 5, 2023	Eligibility Gained @ 4:00 p.m.
<input type="checkbox"/> May 25, 2023	End of Reporting Period (9 weeks)
<input type="checkbox"/> May 31, 2023	Report Cards Mailed

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic

teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 91.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUNDRAISING (All Grade Levels)

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

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

GRADE-LEVEL CLASSIFICATION (Grades 9–12 Only)

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

Credits Earned	Classification
<u>6</u>	Grade 10 (Sophomore)
<u>12</u>	Grade 11 (Junior)
<u>18</u>	Grade 12 (Senior)

GRADING GUIDELINES (Grades 2-12)

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

Grading Policy

Communication between a child's school and the home is essential so that the school and home may work together to provide the best instructional environment. Regular reports of

academic status and scheduled parent/teacher conferences serve this purpose. Nine-week grades shall reflect the averages of 1 to 2 grades per week with a minimum of 12 daily grades per nine weeks and 1 major grade every three weeks with a minimum of 3 major grades per nine weeks. Daily grades are defined as guided and/or independent practice in class and may or may not, include independent practice done at home. Major grades are defined as nine- week tests, unit tests, special projects, book reports, oral reports, etc.

Nine-week tests are to be given at the option of the teacher. If given, the grade will be considered as a major grade. Re-testing is done at the option of the teacher. If allowed, all students may choose to retest and average the two grades. Re-testing should be done within two weeks after the return of the first graded papers. At the Secondary Level the average of daily work shall count 45% and the average of major grades shall count 55% when calculating the nine weeks grade. An **example** would be:

Daily average of 92 x 45% = 41.4
Test average of 84 x 55% = 46.2
Nine-week grade = 87.6 (41.4 +
46.2) Grade on the report card = 88

In the Secondary Level, the semester grade will be determined by counting the semester test 20% and the two nine-week averages 80%.

Academic Load

Full time students shall take a full course load each year. Schedules are expected to maintain a balance between academic and activity courses; generally, this will include units in English, Mathematics, Science, Foreign Language, Social Studies, and Career and Technology subjects.

Semester Exam Exemptions

Student will be able to exempt classes in which they have a 95 or above average and no more than 4 absences. They will also be able to exempt classes in which they have a 92 average with no more than 3 absences. For exemption purposes, any absence excused or unexcused is counted towards exemption. Medical excuses are not counted towards exemptions as long as the student submits the medical excuse to the office the following school day. If a student has more than 5 tardies in their combined classes, they would lose all exemption privileges.

Students would be limited to the following number of exemptions.

- Seniors – up to 8 exemptions per semester
- Juniors – up to 6 exemptions per semester
- Sophomores – up to 4 exemptions per semester

Exam exemptions provided to all students who master all sections of the STAAR/EOC exams.

All classes taught at Mathis High School will be eligible for exemption. Students may waive their exemption in any class if they want to take the exam.

All semester exams must be completed before the end of the semester. If a student is going to miss a semester exam, arrangements must be made with the teacher to complete the exam prior to the semester ending. Only in cases of dire emergencies will an exception be made for a student to complete their semester exams after the required date.

Grading Scale

The grades at Mathis Independent School District are numerical. The grade of 100 is the maximum grade and 70 is the minimum passing grade.

100-90 = The equivalent of A

89-80 = The equivalent of B

79-70 = The equivalent of C

Below 70 = The equivalent of F

Weighted Grade Point System

The District shall categorize and weight eligible courses in accordance with the provisions of EIC(LOCAL) and as designated in appropriate District publications.

Effective for school year 2016 - 2017 and thereafter, the following courses shall carry a weight of greater than 4.0:

- 6.0 classes - College Classes/Dual Credit/ AP Biology / AP English III / IB classes
- 5.0 classes – Pre-AP English I, Pre-AP English II, Pre-AP Physics, Pre-AP Biology, Pre-AP Chemistry, Pre-AP Geometry, Pre-AP Algebra I, Pre-AP Algebra II Pre-AP World Geography, Pre-AP World History, Pre-Calculus, Advanced Culinary Arts, Food Science Practicum, BIM 2, Business Law, Career Prep, Business Management, Livestock Production, Advanced Animal Science, Graphic Design 2, Graphic Design Practicum, Commercial Photography 2, Photography Practicum, Welding 2/Lab, Practicum in Manufacturing or Career Preparation I, Anatomy and Physiology, Kinesiology II, Practicum in Entrepreneurship, Clinical Ethics, Practicum in CNA

The District shall convert semester grades earned in eligible courses to grade points and shall calculate a weighted grade point average (GPA) in accordance with the following chart:

Numerical Grade	DC/AP/IB Courses	Pre-AP Honors Courses	Academic Courses
100	6.0	5.0	4.0
99	5.9	4.9	3.9

98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0

[See **Report Cards/Progress Reports and Conferences** on page 80 for additional information on grading guidelines.]

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the District:

- Complete the required number of credits established by the state and any additional credits required by the District;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the District, in the specific communication skills required by the State Board of Education.

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 norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

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

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

[See **Standardized Testing** on page 86 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted

on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript.

Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Graduation Plans for students entering the 9th Grader in 2016-2017 and after.

Course Area	FGP	FGPE	FGPED	MPSP
English Language Arts	Credits: 4 *English I. *English II. *English III. English IV. Creative Wr. CPC English	Credits: 4 *English I. *English II. *English III. English IV. Creative Wr. CPC English	Credits: 4 *English I. *English II. *English III. *English IV.	Credits: 4 *English I. *English II. *English III. *English IV.
Math	Credits: 3 *Algebra I. *Geometry Algebra II Math Models Precalculus CPC Math	Credits: 4 *Algebra I. *Geometry Algebra II Math Models Precalculus CPC Math	Credits: 4 *Algebra I. *Geometry *Algebra II. *Precalculus	Credits: 4 *Algebra I. *Geometry *Algebra II. *Precalculus
Science	Credits: 3 *Biology IP C Chemistry Physics A&P Adv. An. Sc. CPC Science ESS	Credits: 4 *Biology IPC *Chem. Physics A&P Adv. An. Sc. CPC Science ESS	Credits: 4 *Biology IPC *Chemistry *Physics A&P Adv. An. Sc. CPC Science	Credits: 4 *Biology IPC *Chemistry *Physics A&P Adv. An. Sc. CPC Science

Social Studies	Credits: 3 W. Geo. W. History *US History *US Gov't *Economics	Credits: 3 W. Geo. W. History *US History *US Gov't *Economics	Credits: 4 *W. Geo. *W. History *US History *US Gov't *Economics	Credits: 4 *W. Geo. *W. History *US History *US Gov't *Economics
Physical Education	Credits: 1 P.E. Athletics	Credits: 1 P.E. Athletics	Credits: 1 P.E. Athletics	Credits: 1 P.E. Athletics
LOTE	Credits: 2 *Spanish I. *Spanish II.	Credits: 2 *Spanish I. *Spanish II.	Credits: 3 *Spanish I. *Spanish II. *Spanish III.	Credits: 4 *Spanish I. *Spanish II. *Spanish III. *Spanish IV.
Fine Arts	Credits: 1 Art Band	Credits: 1 Art Band	Credits: 1 Art Band	Credits: 1 Art Band
Additional Requirements			*Must earn 2 of 4 PAs *Must take SAT/TSI/ACT/SAT *4 credits in 4 core areas *Cumulative GPA - 3.0/90% *Community Hrs. - 75	*Must earn 3 of 4 PAs *Must take PSAT/TSI/ACT/SAT *4 credits in 4 core areas *Cumulative GPA - 3.4/94% *Community Hrs. - 100
Performance Acknowledgements			*12 college hrs. – 80% GPA *Bilingualism/Biliteracy – 80% *AP exam – 3 or above *ACT Aspire – college readiness on 2 of 4 tests *SAT - 950	*12 college hrs. – 80% GPA *Bilingualism/Biliteracy – 80% *AP exam – 3 or above *ACT Aspire – college readiness on 2 of 4 tests *SAT - 1100
			*ACT – 20 (excluding writing)	*ACT – 24 (excluding writing)
Electives	Credits: 5	Credits: 7	Credits: 5	Credits: 4
Total	22	26	26	26

***credit required**

- FGP – Foundation Graduation Program
- FGPE - Foundation Graduation Program + Endorsement
- FGPEd – Foundation Graduation Program + Endorsement + Distinguished
- MPSP – Mathis Pirate Scholar Program

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.

Available Endorsements

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

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Personal Graduation Plans

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

Please also review TEA's Graduation Toolkit.

A student may, 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.

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

from which the transfers were requested.

Certificates of Coursework Completion

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

Students With Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her 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. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Required attendance at rehearsals and commencement.
- At commencement exercises, graduating students are expected to dress and act appropriately for a dignified ceremony. No shorts, flip flop sandals, tee shirts, etc. will be permitted. For males, a collared shirt and dark pants must be worn under the commencement robe. For females, dresses or skirts should be worn. In addition, the normal Mathis High School dress code will be followed.
- Principal approved graduation cap/gown is required for participation at commencement. The following students and student groups shall be recognized at graduation ceremonies:
 - Valedictorian & Salutatorian
 - Top Ten Ranking Seniors

- Senior Awards

Graduation Speakers

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 89.]

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. [See **Fees** on page 54.]

Scholarships and Grants

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

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

HAZING (All Grade Levels)

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

Examples include:

- Any type of physical brutality;

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

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

[See **Bullying** on page 26 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she 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.

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

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

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

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

Bacterial Meningitis (All Grade Levels)

* Please see the District's website at www.mathisisd.org for information regarding meningitis.

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

[See **Immunization** on page 70 for more information.]

Food Allergies (All Grade Levels)

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

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

[See policy FFAF and **Celebrations** on page 28.]

Head Lice (All Grade Levels)

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

Head checks will be done on an as needed basis. If head lice are suspected by any school staff throughout the school year, a head check will be done. In grades PK – 5 when a student in one classroom is known to be infested, a classroom screening **may** be conducted. Grades 6 – 12 when one student is identified, close contacts of that student will be screened. Screening of siblings and those exposed via contact of infested students will be performed as soon as possible.

Findings are confidential and we will be as discrete as possible. When the nurse discovers lice in a student's hair, the student will be sent home. The nurse will give verbal and written instructions to the parent on appropriate treatment and prevention. Upon return, the student must bring proof of treatment (ex: receipt or label). The student **MUST** be re-examined by the nurse upon their return to school.

If nits (eggs) are found, the child's parent/guardian will be notified by phone and information regarding lice and nits will be sent home. Student will be rechecked again the next school day to confirm treatment.

Special Note: Student may return to school immediately after one shampoo treatment has been completed and no live lice are seen.

As a courtesy to parents, a notice may be sent home when a case of head lice has been discovered in a classroom. If a student has been sent home three school days in one month, the child cannot return to school until **ALL EGGS (nits)** are removed.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

Health-Related Resources, Policies and Procedures

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

- The District nurse, Melissa Benedict, at Mathis High School.
- The District mental health specialist, Stephanie Schuette
- The local public health authority, San Patricio Department of Health, which may be contacted at (361)547-3328.

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

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB • Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the District's strategies to improve student performance through evidence-based practices that address physical and mental health. The District has developed administrative procedures as necessary to implement the above policies and plans. Please contact Melissa Benedict at (361)547-3322, mbenedict@mathisd.org for further information regarding these procedures and access to the District Improvement Plan.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

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

During the preceding school year, the District's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the District's SHAC is available from the Administration Office.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 9 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Mathis Independent School District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Sue Ann Martinez with questions about the content or implementation of the District's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the District will conduct a physical fitness assessment of students in grades 3–12 who

are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Athletic Director to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the District's plan in more detail, please contact Rosie Huerta, the District's designated asbestos coordinator, at (361) 547-4124.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the 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 Rosie Huerta, the District's IPM coordinator, at (361) 547-4124.

HOMELESS STUDENTS (All Grade Levels)

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

Please also check the campus website for information related to services available in the area that

rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician- validated history of illness required by 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 lifelong condition.

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

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if 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, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The District is required by state law to notify:

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

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

LEAVING CAMPUS (All Grade Levels)

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

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other District personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

The Mathis Independent School District is a "closed campus" District and no student(s) shall be permitted to leave campus during lunch except as approved by the principal. A parent or guardian who wishes to pick up a student for the lunch period shall first secure the principal's approval.

Students who abuse off-campus lunch privileges or leave campus at any other time without the principal's approval shall be subject to disciplinary action. Lunch time is part of the school day therefore; all students will adhere to the rules of the Student Code of Conduct. Late arrival to the campus after lunch will result in a tardy. [See FEE(LOCAL)]

At Any Other Time During the School Day

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

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

LOST AND FOUND (All Grade Levels)

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

MAKEUP WORK

Late Work

For all students, MISD expects that all work is turned in a timely manner. For students in K-5, all late work will be due the following Monday that the work was originally assigned. The highest grade that can be received is a 70 on any late work. Students in grades 6-8 will be allowed one day to turn in the late assignment on a 70% grading scale. For all students in grade 9-12, late work will not be accepted after the deadline.

Makeup Work Because of Absence (All Grade Levels)

In order to provide the total assessment "picture" of a student's academic progress for a course any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Makeup Work Guidelines

- Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence but may receive a zero for any test not made up within the

allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.

- Exceptions may be granted by the campus Principal/designee in extenuating circumstances.
- The number of class days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed. Extra time may be given at the teacher's discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.
- Teachers may assign additional work to ensure that students who have been absent and provide sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 23.]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Students who have been assigned work before an absence, will need to submit work upon return to school. Late work policy will apply to any work submitted after students return day.

DAEP Makeup Work

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

Grades 9–12

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 (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

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

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

Unassigned Epinephrine Auto-injectors

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

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

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

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

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

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

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

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

of the medication and the District has obtained prior written consent from the student’s parent or guardian.

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

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

For additional information, see FFAC(LOCAL).

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Tim Norman, (361) 547-3378.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Christina Alvarado, (361) 547-3378 Ext. 1200.
- All other concerns regarding discrimination: See the Superintendent Office, (361) 547- 3378.

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

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

Both experience and research tell us that a child’s education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** on page 40.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at [phone number] for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 80.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 93.]
- Participating in campus parent organizations. Parent organizations include: Band Boosters, Athletic Boosters, Parent Teacher Organization, Parent Advisory Committee.
- Serving as a parent representative on the District-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus administrator.
- Serving on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 68.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the District and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.

- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about District operations. [See policies at BE and BED for more information.]

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics’ Participation (Secondary Grade Levels Only)

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

This examination is required 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.

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 will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

Other Exams and Screenings (All Grade Levels)

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

[See policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the 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. [See **Reciting the Pledges to the U.S. and Texas**

Flags on page 10.]

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

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency 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.

Elementary and Middle/Junior High Grade Levels

In grades 2–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, writing, and mathematics.

In grades 6-8, promotion is based on the following:

Students must:

- meet the state requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in three of the four core courses: Language arts, mathematics, science, and social studies.
- have sufficient attendance*
- [refer to your EIE(LOCAL)]

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

[See **Standardized Testing** on page 86.]

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, school counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level 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 school 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 school counselor and policy EIF(LEGAL)] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plan** on page 63.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 55.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 58 and **Standardized Testing** on page 86 for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 72.]

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

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

During the fourth and seventh week of a nine-week grading period (2-12 only), parents will be given a written progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 76 for how to schedule a conference.]

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** on page 55.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

SAFETY (All Grade Levels)

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

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The District will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The District will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

The District will rely on contact information on file with the District to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child’s school when a phone number previously provided to the District has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the District will alert the community in the following ways:

Radio: KCCT- 1150 AM	KYNO- 1400 AM	KEYS- 1440 AM	
KEDT- 90.3 FM	KLUB- 98.3 FM	KRYS- 99.1 FM	KOUL- 103.7 FM
Television: Channel 3-KII	Channel 6-KRIS	Channel 10-KZTV	Channel-28-KORO

*An Alert: Will be generated through the District’s automated telephone system and sent to all parents as long as the contact information is correctly entered in school records.

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing** on page 86.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

All classes are created on the basis of the student requests made during the spring preregistration. Pre-registration determines class seats available, textbooks, supplies ordered, teachers, and room assignments. Therefore, schedule changes must be strictly limited and controlled by the counselors and administration, and no change is guaranteed. Students in PreAP/AP courses will be required to complete the semester before any schedule changes will be considered. Prior to the completion of the semester request, students must have attended tutorials for the course and the teacher, parent, and student must have engaged in a conference to determine the best placement for the student. Any other requests for a schedule change must be made in writing no later than the fifth day of the school year. These written requests for changes must be submitted to the appropriate counselor. Changes will be approved **ONLY** at the discretion of the student's counselor and the school administrator. Teacher changes will only be considered after the parent, student, and teacher meet to determine a plan to resolve parental concerns and all other options are exhausted. All student requests for schedule changes must be submitted to the counseling office and have administrative approval for the following reasons:

Administrative Changes

- Mechanical error corrections.
- Changes to meet graduation requirements.
- Changes necessitated by failures.
- Classroom balancing
- Within department changes recommended by teacher.
- Necessitated by health and recommended by the school nurse.
- Changes in special programs as recommended by the teacher and approved by campus administration.
- Administrative changes with campus administration approval.

Procedure for Changes

- Student consults with his/her parents, teacher, and counselor to determine the appropriateness or validity of the change.
- Student completes a "Request for Schedule Change" form and returns it to the counseling office to be approved/disapproved by administration and counselor.
- The counseling office will process the approved change if it is approved and give the student a schedule change form. The student must show this notice to all teachers involved and return textbooks to the appropriate administrative office/location.

SCHOOL FACILITIES

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

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

The following areas are open to students before school, beginning at 7:15 a.m.

- Cafeteria
- Library
- gym

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

The District participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Mathis ISD offers the Universal Feeding Provision 2 program, where students get a free breakfast, lunch, and dinner daily.

Library (All Grade Levels)

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

- Mathis Elementary and Mathis Intermediate

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

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated 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) and **Electronic Devices and Technology Resources** on page 49 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on District

property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The District may tow cars that are parked in violation of these rules.

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

Trained Dogs (All Grade Levels)

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

Metal Detectors (All Grade Levels)

Due to the nature of the Discipline Alternative Education Program, metal detectors are used at that campus in accordance with policy [For further information, see policy FNF(LOCAL)]

Drug Testing (Secondary Grade Levels Only)

All students involved in extra-curricular activities in grades 7 through 12 will be subject to drug testing. A baseline test will be performed on students who want to participate in extra-curricular activities beginning in the 7th grade and 10th grade. Random drug testing will occur throughout the school year and as many as 15% could be randomly tested at any given time.

The Mathis Independent School District strives to educate children and adults about the physical,

mental, and emotional harm caused by the use of illegal drugs and alcohol. It also strives to provide all students a mechanism with which to resist peer and societal pressure to use illegal drugs and alcohol. The ultimate goal of the school District is to maintain a school environment free of illegal drugs and alcohol use. [For further information, see policy FNF(LOCAL). Also see **Steroids** on page 88.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

SPECIAL PROGRAMS (All Grade Levels)

The District provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact Special Programs Director, Christina Alvarado or Special Education Director, Veronica Garza.

STANDARDIZED TESTING

Secondary Grade Levels

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

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

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

MAP Assessment

MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers baseline. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point.

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 first-year students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the District as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the District will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

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

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

- Request that the District consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.

File a grievance or complaint regarding the content or implementation of the ALC's educational plan.

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the District to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

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

- Algebra I

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

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

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

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

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

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the District will provide accelerated instruction.

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

STEROIDS (Secondary Grade Levels Only)

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

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

MENTAL HEALTH SUPPORT (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;

- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 5 for the District's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling on page 40 for the District's comprehensive school counseling program;
- Physical and Mental Health Resources on page 105 for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health on page 105 for board-adopted policies and administrative procedures that promote student health.

STUDENTS IN FOSTER CARE (All Grade Levels)

In an effort to provide educational stability, the District will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's

enrollment in the District.

Please contact Ernesto DeLuna, who has been designated as the District's foster care liaison, at (361) 547-3322 Ext. 5030 with any questions.

[See **Students in the Conservatorship of the State** on page 15 for more information.]

STUDENT SPEAKERS (All Grade Levels)

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

- Graduation Ceremony

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

Students are eligible to introduce this event if they are the valedictorian, salutatorian, or ranked 3rd, 4th, or 5th in their respected senior class.

The subject of the student introductions shall relate to the purpose of introducing the designated event. The student must stay on the subject. The student may not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others
- Promotes illegal drug use
- Violates the intellectual property rights, privacy rights, or other rights of another person
- Contains defamatory statements about public figures or others
- Advocates imminent lawless action and is likely to incite or produce such action
- Expression that is obscene or offensive on matters such as race, ethnicity, nationality, religion, gender, or sexual orientation

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject. The District expressly disapproves of students' expressions that are contrary to this policy. The District does not endorse nor adopt any particular expression or speech.

For as long as there is a need to dispel confusion over the fact that the District does not sponsor the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 57 for information related to student speakers at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

SUICIDE AWARENESS (All Grade Levels)

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area. Help is available. A 24/7 suicide hotline is available across the United States by dialing 988.

TARDIES (All Grade Levels)

A student who is tardy to class by more than 15 minutes will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct:

Habitual tardiness is unacceptable behavior and could result in placement at the Discipline Alternative Education Program. Tardies will not be changed unless there has been an error made by the teacher when it was given, or by the attendance clerk when recording tardies in the computer. Tardies will only be excused by the Principal or Assistant Principal.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

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 provides to students free of charge for each subject or class.

If a student needs a graphing calculator for a course and the District does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

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

[See **Bullying** on page 26, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 17, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

The District has identified the following areas where hazardous conditions exist for students who live within two miles of the campus:

The blocks bounded by FM 666 (street or geographical feature), HXY 359 S/N, West San Patricio, and North Front St. Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the District will provide transportation to these students.

Please contact All Aboard Transportation (361) 547-3378 EXT:1085.

Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the District will provide transportation to these students. Please contact the transportation department additional information.

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 Pam Vallejo at (361) 547-3378, Ext: 1085.

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

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

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

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

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

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

[See EHBAF(LOCAL)]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable District policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. All visitors to the school district shall first complete the established sign-in procedure, listing their name, identifying information, and reason for visiting the school.

Please note that ALL staff is empowered to ask a visitor to show their ID badge and redirect them to the front office or designated areas for authorization. The District may store information concerning visitors to district campuses in an electronic database for the purpose of school district security. This information will not be sold or otherwise disseminated to a third party for any purpose.

As provided by Texas Education Code § 37.105, school administrators, school resource officers,

or school peace officers may refuse entry to or eject any individual if the individual poses a substantial risk of harm or behaves inappropriately and persists in said behavior after being issued a verbal warning. To safeguard the safety and security of the District's schools, staff are instructed to call emergency services (911) if a visitor refuses to follow instructions regarding this general visitor's policy. Appeals regarding refusal of entry or ejection from district property may be filed in accordance with District Board Policy FNG (Local) or GF (Local).

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

Visitors Participating in Special Programs for Students

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

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our District and students. If you are interested in volunteering, please contact the campus administrators at

Mathis High School (361) 547-3322

Mathis Middle School (361) 547-2381

Mathis Intermediate School (361) 547-2472

Mathis Elementary School (361) 547-4106

The District does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the District. Subject to exceptions in accordance with state law and District procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check. Parents who have been convicted of certain crimes, such as sexual harassment or sexual assault, or are required to register as sex offenders are prohibited from volunteering.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

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-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 or a final grade lost because of absences.

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

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

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 Districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory

performance on no more than two of the required state assessments.

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

PSAT is the preparatory and readiness assessment for the SAT.

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

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

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

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

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

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

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

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

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 I:
Freedom From Bullying Policy**

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 02/27/2012

BULLYING
PROHIBITED

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

DEFINITION

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

4. 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; or
5. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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		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, counselor, principal, or other District employee.
STUDENT REPORT		
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.
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, 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 REPORT	OF	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 INVESTIGATION	THE	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.
		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.
NOTICE TO PARENTS		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.
DISTRICT ACTION		
BULLYING		

DISCIPLINE	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	<p>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 if 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.</p> <p>The principal or designee shall refer to FDB for transfer provisions.</p>
TRANSFERS COUNSELING	<p>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.</p>
IMPROPER CONDUCT	<p>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.</p>
CONFIDENTIALITY	<p>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.</p> <p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
APPEAL	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
RECORDS RETENTION ACCESS TO POLICY AND PROCEDURES	<p>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 Web site, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.</p>

**APPENDIX II:
Acknowledgment Form**

My child and I have received a copy of the Mathis Independent School District Student Handbook and the Student Code of Conduct for the 2022-2023 school year. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to the principal at:

Mathis High School (361) 547-3322

Principal Dr. Jesse Riojas

(Grades 9-12)

Mathis Middle School (361) 547-2381

Principal Randy Tiemann

(Grades 6-8)

Mathis Intermediate School (361) 547-2472

Principal Cynthia Westbrook

(Grades 3-5)

Mathis Elementary School (361) 547-4106

Principal Lacey Brauchle

(Grades PreK-2)

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

APPENDIX III:
**Notice Regarding Directory Information and Parent’s Response Regarding
Release of Student Information**

Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want the Mathis Independent School District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing within ten school days of your child’s first day of instruction for this school year.

This means that the District must give certain personal information (called “directory information”) about your child to any person who requests it, unless you have told the District in writing not to do so. The District is providing you the following form so you can communicate your wishes about these issues. See **Objecting to the Release of Directory Information** in the Mathis Independent School District’s Student Handbook for more information.

The Mathis Independent School District has designated the following information as directory information:

- | | | |
|---|----------------------|--------------------------|
| *Student’s name | *Address | *Telephone listing |
| *E-mail address | *Photograph | *Date and place of birth |
| *Grade level | *Dates of attendance | *Major field of study |
| *Degrees, honors, and awards received | | |
| *Most recent school previously attended | | |
| *Participation in officially recognized activities and sports | | |
| *Weight and height, if a member of an athletic team | | |
| *Enrollment status | | |
| *Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records | | |

Parent, please circle one of the choices below:

I, parent of _____ (*student’s name*), [do give] [do not give] the District permission to release the information in this list in response to a request.

Parent’s signature: _____

Date: _____

Please note that if this form is not returned within the specified time frame above, the District will assume that permission has been granted for the release of this information.

APPENDIX IV:
**Parent's Objection to the Release of Student Information to Military
Recruiters and Institutions of Higher Education Form**
(Applicable to secondary grade levels only)

Federal law requires that the District release to military recruiters and institutions of higher education, upon request, the name, address, and telephone number of secondary school students enrolled in the District, unless a student's parent or eligible student directs the District not to release information to these types of requestors without prior written consent. [See **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 7 for more information.]

Parent: Please complete and return to school the following only if you **do not** want your child's information released to a military recruiter or an institution of higher education without your prior written consent.

I, parent of _____ (*student's name*), request that the District **not** release my child's name, address, and telephone number to a military recruiter or institution of higher education without my prior written consent.

Parent's signature: _____ Date: _____

Please note that if this form is not returned with the other materials identifying what the District considers directory information, the District will assume that permission has been granted for the release of this information.

APPENDIX V: Consent/Opt-Out Form

Dear Parent:

The District is required by federal law to notify you and obtain your consent for or denial of (opt- out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as a "protected information survey," that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and to certain physical exams and screenings.

The following are activities requiring parental notice and consent or opt-out for the 2022-2023 school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents with notification as well as an opportunity to review the survey and consent or opt their child out. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches age 18 or is an emancipated minor under state law.

**APPENDIX VI:
Corporal Punishment Opt-Out**

To Principal: _____

Please be advised that I, _____, parent/legal guardian of student _____ am aware that the Mathis Independent School District allows corporal punishment in accordance with Section 37.0011 of the Texas Education Code. In accordance with Section 37.011(c) of the Texas Education Code, please let this written correspondence serve as notice that I prohibit corporal punishment as a method of student discipline on student, _____, whom I am the parent/legal guardian for the 2022-2023 school year. This document is being submitted to the Principal of my child's campus in accordance with Mathis ISD Board Policy FO (Local).

Parent/Guardian Name

Parent/Guardian Signature

Campus Principal Signature

Date

APPENDIX VII:

Physical and Mental Health Resources

Physical and Mental Health Resources for Campus and community mental and physical health resource can be found at:

<https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>

Policies and Procedures that Promote Student Physical and Mental Health can be obtained by contacting Stephanie Schuette at (361) 547-3378.