Mansfield ISD Student Handbook

2026-27 School Year

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

Table of Contents

Preface Parents and Students: 1

Accessibility 2

Section One: Parental Rights 3

Consent, Opt-Out, and Refusal Rights 3

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 9

Right of Access to Student Records, Instructional Materials, and District Records/Policies 10

A Student with Exceptionalities or Special Circumstances 15

Section Two: Other Important Information for Parents and Students 22

Absences/Attendance 22

Accountability under State and Federal Law (All Grade Levels) 27

Armed Services Vocational Aptitude Battery Test (Grades 10-12) 27

Bullying (All Grade Levels) 27

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) 31

Celebrations (All Grade Levels) 31

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children 32

(All Grade Levels) 32

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) 35

Class Schedules (Secondary Grade Levels Only) 35

College and University Admissions and Financial Aid (All Grade Levels) 35

College Credit Courses (Secondary Grade Levels Only) 36

Communications (All Grade Levels) 37

Complaints and Concerns (All Grade Levels) 38

Conduct (All Grade Levels) 38

Counseling 39

Course Credit (Secondary Grade Levels Only) 41

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12) 41

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject 41

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 43

Discrimination 46

Distance Learning (All Grade Levels) 46

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 48

Dress and Grooming (All Grade Levels) 49

Electronic Devices and Technology Resources (All Grade Levels) 51
End-of-Course (EOC) Assessments 65
Emergent Bilingual Students (All Grade Levels) 65
Exam Exemptions (High School Only) 65
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 67
Fees (All Grade Levels) 68
Fundraising (All Grade Levels) 69
Gang-Free Zones (All Grade Levels) 69
Grade-Level Classification (Grades 9-12 Only) 69
Grading Guidelines (All Grade Levels) 69
Graduation (Secondary Grade Levels Only) 84
Harassment 90
Hazing (All Grade Levels) 90
Health — Physical and Mental 91
Health-Related Resources, Policies, and Procedures 99
Homework (All Grade Levels) 100
Leaving Campus (All Grade Levels) 102
Lost and Found (All Grade Levels) 104
Makeup Work 104
Nondiscrimination Statement (All Grade Levels) 105
Parent and Family Engagement (All Grade Levels) 106
Parking and Parking Permits (Secondary Grade Levels Only) 107
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 107
Prayer (All Grade Levels) 108
Promotion and Retention 108
Release of Students from School 109
Report Cards/Progress Reports and Conferences (All Grade Levels) 109
Retaliation 109
Required State Assessments 109
Personal Graduation Plan —Middle School Students 111
Safety (All Grade Levels) 111
SAT, ACT, and Other Standardized Tests 113
Schedule Changes (Middle/Junior High and High School Grade Levels) 113
School Facilities 113
School-Sponsored Field Trips (All Grade Levels) 116
Searches and Investigations 116

Overnight Trips (All Grade Levels) 117
Sexual Harassment 118
Special Occasions (All Grade Levels) 118
Special Programs (All Grade Levels) 118
Standardized Testing 118
Student Speakers (All Grade Levels) 119
Tardies (All Grade Levels) 119
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 119
Transfers (All Grade Levels) 120
Transportation (All Grade Levels) 120
Vandalism (All Grade Levels) 124
Video Cameras (All Grade Levels) 124
Visitors to the School (All Grade Levels) 124
Volunteers (All Grade Levels) 126
Voter Registration (Secondary Grade Levels Only) 126
Withdrawing from School (All Grade Levels) 126
Appendix A: Freedom from Bullying Policy 128
Student Welfare: Freedom from Bullying 128
Appendix B: Student Rights and Responsibilities Policy 132
Student Rights and Responsibilities: Student and Parent Complaints/Grievances 132
Appendix C: Student Activities – Exempt Courses 139
Glossary 142

Preface Parents and Students:

Welcome to the new school year!

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

The ***Mansfield ISD*** Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student's campus administration office or you may access it at the following url: https://www.mansfieldisd.org/student-central/student-code-of-conduct

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available Mansfield ISD Board Policy Manual.

The policy manual includes:

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

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

Mansfield ISD Student Services
609 E. Broad St. Mansfield, TX 76063
817-299-6360

Accessibility

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

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Our district has partnered with Youth Equipped to Succeed (YES) to provide information on relationships and sexual health. Through these programs, students are provided research-based information on how to achieve optimal health and are encouraged to focus on their dreams and goals. Youth Equipped to Succeed believes strongly in connecting students to positive messages and healthy relationships that will help them navigate cultural pressures. Through their programming, students of all ages, backgrounds and circumstances are equipped with the knowledge, attitudes, and skills they need in order to achieve more healthy and successful futures.

To view an outline of the program content, please visit the Youth Equipped to Succeed website at: https://justsayyes.org/program-outlines

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns** (All Grade Levels) and FNG(LOCAL).]

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior

- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- 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

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

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns** (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See **Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

(All Grade Levels)]

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Jennifer Powers, Director of Counseling- jenniferpowers@misdmail.org

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

[See **Mental Health Support** (All Grade Levels)]

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

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

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility.

An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
- The employee shall include his or her immediate supervisors as a recipient on each text message to the student so that the student and supervisor receive the same message; or
- For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district e-mail address.

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

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

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

For all other purposes, the district has identified the following as directory information: student name; photograph; degrees, honors, and awards received; grade level; most recent educational institution attended. If a parent does not object to the use of the student's

information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Also see Authorized Inspection and Use of Student Records.

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

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

- Name
- Address
- Telephone listing

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Health Services Opt-out Form:

https://www.mansfieldisd.org/fs/resource-manager/view/8518aeff-33e1-48c3-9966-b11aa588e2ac

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
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

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

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

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

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials. [See Library (All Grade Levels).]

District Review of Instructional Material

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law

- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

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

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

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

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at each campus by reaching out to the campus registrar.

You may contact the custodian of records for students who have withdrawn or graduated by reaching out the district.

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

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

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

[See **Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels)**, and **Finality of Grades** at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at Mansfield ISD Board Policy Manual.

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

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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

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

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

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

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

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

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

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

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the Director of Student Services, who serves as the district's foster care liaison.

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

District staff can share resources that may be able to assist families.

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

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

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

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

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

For more information on services for students who are homeless, contact the Director of Student Services, who serves as the district's homeless liaison.

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

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

If a student is experiencing learning difficulties, their 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* (https://fw.escapps.net/Display_Portal/publications). 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 about special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

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

Director of Special Education 817-299-4300.

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee in the office of Special Populations at 817-299-4300.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

Director of Section 504: 817-299-4300

[See A Student with Physical or Mental Impairments Protected under Section 504]

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)

- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

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

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

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Personal Communications and Other Electronic Devices (All Grade Levels**).

Secondary Grade Levels

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

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

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

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

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

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

The truancy prevention facilitator for the district is:

Niria Garcia, Drop Out Prevention Coordinator

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

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

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

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at a specified time determined by the district (times per level may vary) as required by state rule.

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

Documentation After an Absence (All Grade Levels)

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

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

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

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

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

Within ***3*** days of returning to school, a student who is absent for more than ***5*** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence*. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

*Note: For High School Exam Exemption purposes, **all medical notes** must be turned in for **any absence** within **3 school days** upon the return to campus.

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

Family Trips (All Grade Levels)

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by *requesting the form from their campus attendance office.*

Driver License Attendance Verification (Secondary Grade Levels Only)

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

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.mansfieldisd.org.

Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

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

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found at Anti-Bullying - Mansfield Independent School District.

A student may anonymously report an alleged incident of bullying by contacting any MISD staff member or administrator.

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

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

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

MISD Bullying Policy

- The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
- Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
- To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.
- Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
- A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
- The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
- The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying.
- The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
- If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
- If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
- A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
- The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

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

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

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

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

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

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For information about your rights or grievance procedures, contact the Title IX coordinator (Title IX Complaints - Mansfield Independent School District) and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement (All Grade Levels**) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

[See **Food Allergies (All Grade Levels**)]

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at Mansfield ISD Board Policy Manual. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

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

Physical abuse

Possible warning signs of physical abuse include:

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

Sexual Abuse

Possible warning signs of sexual abuse include:

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

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude

- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- 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
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

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

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

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

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

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

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

[See appropriate **Grading Guidelines**. Also see policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

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

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

If a college or university adopts 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 their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

College Credit Courses (Secondary Grade Levels Only)

[See appropriate **Grading Guidelines**]

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Tarrant County Community College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Certain CTE courses.

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

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before 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.

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.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by logging into Skyward and making those changes in the system.

Automated Emergency Communications

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

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

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

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at Mansfield ISD Board Policy Manual - FNG and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at https://www.mansfieldisd.org/departments/student-services/complaints-grievances-concerns and at the MISD Student Services office. A parent may also submit a grievance electronically by emailing the campus principal or studentservicesforms@misdmail.org.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

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

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL). Mansfield ISD Board Policy Manual - FNG (Local)

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct.

Deliveries

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

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

- 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
- 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.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

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

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

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

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 required to retake the semester in which he or she failed.

[See **Grading Guidelines**]

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

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

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

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

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

[See **Grading Guidelines**]

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

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees,

and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date.

[For further information, see policy EHDC.]

Kindergarten Acceleration

[For further information, see policy EDHB and EDHC.]

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

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

Credit by Exam - with prior instruction in High School

Credit by Exam is designed as an option to earn credit for those students who have attended a class at least 55 hours (11 weeks) and received a semester average no lower than a 60. The decision to allow a student to earn credit by exam must be made by the attendance committee when failure of the course resulted from excessive absences. Students have the opportunity to take an exam through either Texas Tech or UT Austin correspondence school. Applications may be obtained online and approved in the high school counseling center. A score of 70 or better on the CBE is

required for credit. If credit is awarded, grades will be recorded on the student's transcript, computed in the credit toward graduation, and calculated in the student's overall grade average and rank in class. Fees are established by the universities. Student/Parent is responsible for fees charged by Texas Tech or UT Austin.

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

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

Credit by Exam - If a Student Has Not Taken the Course in High School

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

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

*Contact your Campus Counselor for more information.

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

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

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

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

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

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

[See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures.**

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

or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

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

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

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

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

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation

- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact your campus counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that they have 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 the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

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

FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

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.

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade

Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

Semester Exam Exemption Guidelines

Based on the following criteria, each high school student may earn three (3) exam exemptions in the fall semester and three (3) exam exemptions in the spring semester by obtaining,

- **Semester Average**: Achieve a semester average of 80 or higher in the class for which the student is seeking an exam exemption, and
- **Attendance:** Have two or fewer absences in the class for which the student is seeking an exam exemption prior to the day of the semester exam.
    - All absences count per class period whether excused or unexcused.
    - Exception:
        - Participation in school-sponsored activities,
        - Criteria in Board Policy FEA (LEGAL)-Religious Holy Days, Court Appearances, Citizenship Proceedings, Election Clerks, Children in Conservatorship of DFPS, Healthcare Appointments, Higher Education Visits, Early Voting Clerks, Military Dependents, or Taps at Military Funeral, and
        - Criteria in Board Policy FEA (LOCAL)-Higher Education Visits, Career Investigations, Armed Services Enlistment, Early Voting, Election Clerk, and Learner or Driver's Permit.
    - **Documentation**: The student or family must provide adequate documentation to the appropriate campus official for the above exceptions.
    - **Medical Notes**: Absences with a corresponding medical note from a licensed practitioner excusing the student from school will not count against exemptions. Provided the doctor's note is delivered in accordance with the Student Handbook guidelines* for a "Doctor's Note after an Absence for Illness."

***Note:** For High School Exam Exemption purposes, all medical notes must be turned in for any absence within 3 school days upon the return to campus.

Advanced Placement Exam Exemption at the Conclusion of the Course

Students taking Advanced Placement course(s) may earn additional exemptions. Students must meet the following conditions:

- Semester Average, Attendance, Exceptions, Documentation, and Medical Note criteria apply as notated above for Advanced Placement Exam Exemption.

Industry-Based Certification Course Exam Exemption

Students taking Industry-Based Certification courses may earn additional exemptions. Students must meet the following conditions:

- Semester Average, Attendance, Exceptions, Documentation, and Medical Note criteria apply as notated above for Industry-Based Certification Course Exam Exemption.

Disqualification for All Exemptions

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

- Received a disciplinary assignment to on-campus suspension (AC/ISS),
- Received a disciplinary assignment to off-campus suspension or alternate education program(s) (BIC and/or JJAEP), or
- Accrues more than four (4) absences in any course that are not excused under the exemption attendance guidelines. (doesn't match admin regulation – Regulation states "Absence fails <u>any</u> class during the semester.
- Students must attend the full instructional day during exam review week and final exams, including exempt periods, to maintain eligibility. Any absence, unless supported by approved medical documentation, will result in loss of the exemption and a zero recorded for the exam if the student is absent during that exam period.
- For purposes of exam exemptions, absences will be considered excused only with appropriate medical documentation. Parent calls or written notes will not qualify as an excused absence for exemption eligibility.
- Failure to comply with the attendance requirements during first-semester exams will result in the loss of all exam exemptions for the spring semester.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

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

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

Nonschool Materials

From Students

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

The campus principal has designated the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

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

The Campus has designated the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Clothing Item	***Permitted Styles***	***Special Comments***

ID (7th-12th grade only)	School ID with Lanyard	ID must be worn so that it is displayed on torso
Tops	Any style shirt	No visible cleavage All multi-layers must comply with dress code Must cover majority of the top of the shoulder area and no large arm pits All shirts must extend to the waist line and no large arm holes with appropriate under shirt No sheer, see-through, spandex or other stretch material
Bottoms	Pants Non-pants permitted at mid-thigh	Must be worn that fit at the waistline (no sagging) No holes or skin showing above mid-thigh No pajamas bottom Tights, leggings and yoga style must completely cover the individuals bottom by a "Top"
Outerwear	Sweatshirt Jacket, Coat, Windbreaker School-sponsored jacket Religious head coving	Coats, jackets or sweatshirts with attached hoodies cannot be worn up on the head in the building No trench coats No hats or head coverings Appropriately-sized coats and jackets may be worn to school
Footwear	Must wear shoes	No house shoes No shoes with wheels
Hair/Face	Hair that causes a health or safety hazard Hair styles deemed distracting or inappropriate that interferes with the educational environment as determined by the campus administration may be address be campus administration One single piercing on the face No extreme make-up [that may render someone unrecognizable]	

Items not Permitted	Clothing, jewelry, or tattoos which displays or advertises controlled substances, such as alcohol, tobacco or drugs, or that is lewd and offensive, or obscene is prohibited (weapons, drug or alcohol related) No gang-related clothing or anything that may be allusive to gang-like affiliation Halloween/costumes and costumes style eye contacts. Blankets No chains, bandanas, spiked jewelry or mouth accessories

Campus administrators will have final judgment on all matters concerning interpretation of the dress code.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

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

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

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

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

Texas House Bill 1481 prohibits the use of these devices described as Personal Electronic Communications guidelines:

- cell phones (smartphones/flip phones), tablets, smartwatches, radios, pagers, and any device capable of telecommunication or digital communication are considered personal electronic communications devices.

Guidelines of Use

Students are prohibited from using personal communication devices as defined by Texas House Bill 1481, as well as any other device that Mansfield ISD determines meets the definition of a personal electronic communication device. Such devices may include, but are not limited to, AI-enabled smart glasses, headphones or earbuds connected to a communication-enabled device, personal laptop or Chromebook, wearable technology, and any device capable of sending, receiving, storing, recording, transmitting, or accessing voice, text, image, video, internet, or other digital communications. The examples provided are not exhaustive, and the district reserves the right to determine whether a device falls within the scope of this policy.

Students:

- may only use a district-issued device during the school day,
- must have their personal communication devices turn off during the school day,
- must have their personal communication devices securely stored out of sight, such as in a backpack, tote bag, or another personal item belonging to the student capable of storing their personal communication device from the beginning of 1st period to end of the last period of the day,
    - Elementary- 8:00 am-3:30 pm
    - Intermediate- 8:30 am-4:00 pm
    - Middle- 8:45 am- 4:15 pm
    - High- 7:25 am-2:55 pm
    - Ben Barber/Frontier- 7:00 am- 2:30 pm
- storage may not be on their person or in an items of clothing
- who violate this statute will be subject to disciplinary actions, and
- who have a prohibited device out during the school day will have it confiscated, and may make arrangements to retrieve it from the campus at the end of the day.

➢ In the case of a school or district emergency, the teacher or administrator can allow for a prohibited device to be used.

➢ Parents can call the office if there is a need to communicate with their child.

In cases of field trip trips, student travel, athletic competitions both on and off campus, during the school day this policy is suspended for that group for that period of time. The teacher, coach or director has the discretion to allow personal communication devices during these times.

PK-12
I am uncertain on the specific guidelines regarding times and locations my personal devices can be used during the school day. When am I allowed to us my device?

Area of Directed Use	Appropriate Use
Before/After School	YES
In Classroom	NO
During Passing Period	NO
In the Cafeteria (during lunch)	NO

Statement of Expectations

Campus administrators will state expectations clearly and reinforce the importance of maintaining a communication device-free environment at the beginning of the year. Administrators will monitor for violations.

The only exceptions to this law are listed under the following exceptions and must be approved by the campus principal:

- When required for a student's IEP or Section 504 Plan.
- Physician-directed use due to a documented medical need.
- Necessary to comply with law or district safety protocols.

Note: A students who has been given special permission due to an IEP, 504, or medical need will receive consequences when using the device outside of above need and adherence to a possible elevated graduated list of consequences if the students use the device in any pretended to be due to an IEP, 504, or medical need.

If a student uses a device without authorization during the school day, the device *shall* be confiscated. The confiscated telecommunications device must be picked up from the campus each time [See Consequence Offenses below].

Confiscated devices that are not retrieved will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances, in accordance with law, a student's personal communication device may be searched by authorized personnel. [See Searches policy FNF.] Any disciplinary action taken will be in accordance with law and the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen personal communication devices.

Consequences

Unauthorized use of any personal electronic communication devices is an infraction of the guidelines. Students using personal electronic communication devices during the school day will result in the confiscation of the device and adherence to the graduated list of consequences.

Failure to turn over the device upon first request will result in a discipline referral to campus administration, confiscation by administration, and adherence to a possible

elevated graduated list of consequences. Authorized district employees responsible for personal communication device confiscation will include administrators, teachers (including substitutes or others covering classes), and other designated personnel.

1st Offense

- The device is confiscated, and the parent or guardian is contacted.
- Parent or student can retrieve the device from the school at the end of the day.
- Student assigned a non-exclusionary consequence.
- Offense noted in Skyward as a violation.

2nd Offense

- The device is confiscated, and the parent or guardian is contacted.
    - Parents will be notified that any additional personal electronic communication violations will require the device to be released only to a parent or legal guardian.
- Parent or student can retrieve the device from the school at the end of the day.
- PreK-4 student assigned a non-exclusionary offense.
- Grades 5-12 students, assigned 1 day of ISS.
- The student is not eligible for the Exam Exemption for the Semester.
- Offense noted in Skyward as a violation.

3rd Offense

- The device is confiscated, and the parent or guardian is contacted.
- Only parent or legal guardian may retrieve the device.
- PreK-4 student assigned 1 day of ISS as deemed appropriate.
- Grades 5-12 students, assigned 3 days of ISS.
- Offense noted in Skyward as a violation.

4th Offense

- The device is confiscated, and the parent or guardian is contacted.
- Only parent or legal guardian may retrieve the device from the school administrator's office.
- PreK-4 student assigned 1 day of ISS as deemed appropriate.
- Grades 5-12 students, 10 days of ISS.
- Offense noted in Skyward as a violation.

5th Offense +

- The device is confiscated, and the parent or guardian is contacted.
- Only parent or legal guardian may retrieve the device from the school administrator's office.
- PreK-4 student assigned 1 day of ISS as deemed appropriate.
- Grades 5-12 students, 30 days of DAEP.
- Offense noted in Skyward as a violation.

*** High School Students- In accordance with the MISD Exam Exemption process, any discipline resulting in ISS/OSS/DAEP automatically removes the exemptions for students on that semesters exams.**

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

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

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

Student Device Overview

Mansfield ISD will provide classroom-based iPad sets to students in grades PK-1 and classroom-based Chromebooks sets to grades 2-5. Students in grades 6-12 who have opted into the device program during online enrollment, may request a Chromebook from the district. Laptops may be provided for special programs. Devices may vary based on programs, choice schools, and other variables. Device selection and distribution is subject to change annually due to budget consideration, legislative changes, district policy changes, and equipment manufacturer changes.

MISD Student Responsible Use Policy (RUP)

Mansfield ISD provides students with access to the District's electronic communication system for educational purposes. The electronic communications system is defined as the District's network, servers, computers, mobile devices, peripherals, applications, databases, online resources, Internet access, email and any other technology designated for use by students, including all new technologies as they become available. Please note that the Internet is a network of many types of communication and information networks, including Websites and app resources, such as blogs, e-

portfolios, Google for Education, Microsoft 365, webcasts, etc. and is part of the district's electronic communications systems. Websites and apps offer a variety of future ready opportunities. Equipping our students with communication, collaboration, critical thinking, and creativity skills are essential. With this educational opportunity comes responsibility.

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

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

Appropriate use of Mansfield ISD technology may include the following:

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

The following examples of inappropriate use are strictly prohibited:

- Individual use will not interfere with others' use and enjoyment of the technology infrastructure. Use in a manner that is not consistent with the mission of Mansfield ISD, misrepresents Mansfield ISD, or violates any Mansfield ISD policy is prohibited.
- Use of District systems may not be used for illegal or unlawful purposes, including hacking, copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, intimidation, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading computer viruses).
- Individuals may not view, copy, alter, destroy, or attempt any of these actions on data, software, documentation or data communications belonging to Mansfield ISD or another individual without authorized permission.
- Users will not violate the policies of any network accessed through their account.
- Sharing usernames and passwords with others; and/or borrowing someone else's username, password, or account access.
- Electronically posting personal information about oneself or others (i.e., addresses, phone numbers, and pictures).
- Disabling or attempting to disable any system monitoring or filtering or security measures.

Consequences for inappropriate use include:

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

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

- The District may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are always responsible for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise. Students will not retrieve, save, distribute, or display hate-based, offensive, sexually explicit material, or otherwise inappropriate material.
- Students must not access, modify, download, install, or attempt any of these actions on computer programs, files or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter or attempt to alter computers, networks, servers, printers, or other equipment except as directed by a staff member. Students will refrain from attempting to bypass, hack, or circumvent security settings or Internet filters or interfere with the operation of the network by running scripts, installing unauthorized software, or web-based services.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of Mansfield ISD.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students are responsible for not pursuing material that could be considered offensive. Students should notify a teacher or administrator immediately if they encounter materials which violate appropriate use.
- Students are always responsible to keep their district issued network and email account safe and secure. Do not share usernames, passwords, or other account information, nor

attempt to access other users' accounts. Report any suspected unauthorized use of their account to a teacher or district official immediately.

- Masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio, or video) in someone else's name.
- Students will use electronic mail and other means of communication such as blogs, wikis, podcasting, chat, instant-messaging, discussion boards, and virtual learning environments responsibly. Students must not create/publish/submit/distribute or display any abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal material (including AI generated content) and should report any instances encountered.
- Students will refrain from the use of or access of files, software, or other resources owned by others without the owner's permission. They will use only those school network directories that are designated for student use and for the purpose designated by the teacher.
- Students shall respect the intellectual property of other users and information providers. They will obey copyright guidelines and will not plagiarize or use the work of others without proper citation and permission.
- Students will be polite and use appropriate language in electronic mail messages, virtual learning environments, online postings, and digital communications with others. They will refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

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

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

Student Acknowledgment:

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

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school district in all my online activities.
- I understand that what I do on social media should not reflect negatively on my fellow students, teachers, or on the District.
- I will use technology resources productively and appropriately for school-related purposes.
- I will avoid using any technology resource in such a way that would disrupt the activities of other users.

- I will use digital communication (email, texting, video, and photo sharing apps) with the understanding that I am creating a digital reputation.
- I understand that my school network and my school account are property of Mansfield ISD, and I understand that any activity conducted on these platforms may be subject to monitoring.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement as outlined in the MISD Student Handbook.
- This acknowledgment is also stated on the *Distribution Receipt for MISD Student Equipment* form. **Students receive this form when a device is issued to them.**

Parent Guardian Responsibility

- Develop rules for home use.
- Demonstrate interest in what your student is using their device for and how it is enhancing learning.
- Check on your student's progress.
- Set expectations for hours of use
- Notify a Mansfield ISD staff member if you see, hear, or encounter any inappropriate information.

Encourage your student to:

- Keep device in good condition and free of stickers. Paint, or other damaging materials.
- Promptly report any damage through the Incident IQ ticketing system.
- Charge device nightly.
- Notify a MISD staff member if you see, hear, or encounter any inappropriate information.
- Use kind, safe, and respectful etiquette.

Schools' Responsibility

Schools will:

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

Personal Device Use

House Bill 1481

Phones and other devices must be stored out of sight for the duration of the school day, meaning the start of the first class until the end of the last class of the day. (See specific times below). Under the new law, students may no longer access their phones or other devices during lunch or passing periods.

Guidelines for Use for Grades PK-12

Students are prohibited from using personal communication devices as defined by Texas House Bill 1481, as well as any other device that Mansfield ISD determines meets

the definition of a personal electronic communication device. Such devices may include, but are not limited to, AI-enabled smart glasses, headphones or earbuds connected to a communication-enabled device, personal laptop or Chromebook, wearable technology, and any device capable of sending, receiving, storing, recording, transmitting, or accessing voice, text, image, video, internet, or other digital communications. The examples provided are not exhaustive, and the district reserves the right to determine whether a device falls within the scope of this policy.

Students:

- may only use a district-issued device during the school day,
- must have their personal communication devices turn off during the school day,
- must have their personal communication devices securely stored out of sight, such as in a backpack, tote bag, or another personal item belonging to the student capable of storing their personal communication device from the beginning of 1st period to end of the last period of the day,
    - Elementary- 8:00 am-3:30 pm
    - Intermediate- 8:30 am-4:00 pm
    - Middle- 8:45 am- 4:15 pm
    - High- 7:25 am-2:55 pm
    - Ben Barber/Frontier- 7:00 am- 2:30 pm
- storage may not be on their person or in an items of clothing
- who violate this statute will be subject to disciplinary actions, and
- who have a prohibited device out during the school day will have it confiscated, and may make arrangements to retrieve it from the campus at the end of the day.

Review the district website for additional information, including authorized times to use personal devices, exceptions to the guidelines, statement of expectations and consequences for unauthorized use. Use of Personal Communication Devices During the School Day - Mansfield Independent School District.

Device Distributions

Devices will typically be distributed at the beginning of the school year and are intended for educational purposes only. Devices may be distributed anytime during the school year as replacements are deemed necessary or other upgrades are required. Device distribution for in-person learners will be conducted during the school day at the campus the student is enrolled.

- Pre-K through 5th grade will have access to a classroom device.
- 6th grade through 12th grade will have the option to receive a district device.

The device will be issued upon request via submission of an incident IQ ticket in accordance with:

- Acknowledgement of the Responsible Use Policy
- The parent/guardian/student's acknowledgement and acceptance of the Student Handbook, which is signed by the parent/guardian during the enrollment/registration process.
- The parent/guardian must opt-in during the enrollment/registration process for their student to be eligible to receive a device.

Device Return:

- Students exiting the district must return their device prior to the last day enrolled. Parents will be issued fees for damaged devices, as well as devices not returned. Official transcripts may be delayed or withheld pending payment.
- Graduating Seniors must return their device at the specified time prior to graduation. Date and Time will be communicated by home campus. Failure to return the device may result in official transcript being withheld.
- The district reserves the right to pursue any remedies available to it at law or equity, including but not limited to criminal or civil charges, for failure to return the device.

Vandalism and Intentional Damage

See the Student Device Management Handbook for details regarding damaged, lost or stolen devices. This includes repair and replacement device costs. Vandalism is defined as any malicious attempt to harm or destroy network or computer equipment and/or data of anyone connected to the network. This includes the damage or destruction of district issued devices and accessories. It also includes, but is not limited to, uploading, creating, or transmitting computer viruses. Parent/Guardian will be responsible for retribution of cost to repair or correct damage resulting in malicious harm to the district network and equipment.

Internet Safety

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

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

To ensure functionality and access to district materials and programs, all district issued devices must be used with district provided accounts and connected to the appropriate MISD network.

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

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

Students under 13

The Children's Online Privacy Protection Act (COPPA) is a federal law that regulates the online collection of personal information from children under the age of 13. The law generally requires website operators to provide parental notification and obtain parental consent before collecting personal information from these students. However, COPPA also authorizes school districts to provide this consent when the collection of information is for the use and benefit of the school and

for no other commercial purpose. Parents can obtain more information regarding COPPA via the Federal Trade Commission website at www.ftc.gov.

In an effort to succeed in a global community of the 21st century, Mansfield ISD will use or recommend certain web-based applications to enhance your child's learning experience. These may include tools such as [Canvas, Google Apps, ClassLink, or others]. The use of these services requires the District to disclose certain student information to the operators of these online services. A list of core applications and websites can be found on the district's website on the Curriculum Management Plan and ClassLink.

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

Digital Citizenship

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

International Travel

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

Terms of Agreement

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

Each student is required to comply with the MISD Student and Family Device Usage Handbook as well as the Student Handbook and Board Policy. Any failure to comply may terminate the student's rights of possession, effective immediately, and the district may repossess the property.

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

Mansfield ISD Artificial Intelligence Guide for Students

Artificial Intelligence (AI) can be used to amplify your learning and stimulate your innovation. We urge you to make the most of these resources. Just bear in mind: great power entails great responsibility. This guide is here to assist you in navigating the realm of AI in education, ensuring you utilize it in a secure and ethical manner.

Respect for Privacy

AI systems should be utilized in a manner that upholds the privacy of oneself and others. For instance, refrain from sharing personal details such as addresses, birthdays, phone numbers, or any information that could be used to identify individuals while using AI tools, as well as any other online platform.

Cybersecurity

Generative AI can generate various forms of content, but it is crucial to utilize it responsibly. Students should never use AI to produce or disseminate harmful viruses or malware on the school network or district technology resources. AI provides various applications, but its responsible use requires balancing benefits and challenges. Students should prioritize ethical and responsible practices to ensure positive outcomes.

Academic Integrity

AI tools should be utilized to enhance learning, not to promote academic dishonesty like plagiarism or cheating. Presenting AI-generated content as your own work is deemed academic dishonesty. When incorporating AI-generated content, it is essential to appropriately cite the source.

Responsible Use

Students must adhere to both the Student Code of Conduct and the Acceptable Use agreement. It is crucial that students avoid using AI or other technologies to generate content that may disrupt or harm the District, individuals, or groups. The utilization of AI tools should comply with the Terms of Service of the platforms being utilized. Misuse of AI violating the Student Code of Conduct will result in disciplinary action. AI should never be used to disrupt the educational environment or infringe on the rights of another student, employee, or volunteer.

Analyzing AI

Students should assess any content produced by AI for accuracy and suitability. It is essential for students to confirm the accuracy of information from AI or other technological resources, while also being mindful of potential biases or constraints. Additionally, it is crucial to watch out for misinformation (incorrect information) and disinformation (intentionally incorrect information)

in all AI-generated content. Distinguishing between truth and falsehood becomes increasingly vital when utilizing AI tools.

Reporting Concerns

If students notice any possible biases or issues with AI systems, or witness unethical or inappropriate use of AI, they should share their concerns with their teachers or school administrators.

For more information, refer to the Mansfield ISD Artificial Intelligence Policy and Academic Integrity policy.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only) and Standardized Testing**]

Emergent Bilingual Students (All Grade Levels)

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

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

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

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

Exam Exemptions (High School Only)

Semester Exam Exemption Guidelines

Based on the following criteria, each high school student may earn three (3) exam exemptions in the fall semester and three (3) exam exemptions in the spring semester by obtaining,

- **Semester Average**: Achieve a semester average of 80 or higher in the class for which the student is seeking an exam exemption, and
- **Attendance:** Have two or fewer absences in the class for which the student is seeking an exam exemption prior to the day of the semester exam.
    - All absences count per class period whether excused or unexcused.
    - Exception:
        - Participation in school-sponsored activities,

        - Criteria in Board Policy FEA (LEGAL)-Religious Holy Days, Court Appearances, Citizenship Proceedings, Election Clerks, Children in Conservatorship of DFPS, Healthcare Appointments, Higher Education Visits, Early Voting Clerks, Military Dependents, or Taps at Military Funeral, and
        - Criteria in Board Policy FEA (LOCAL)-Higher Education Visits, Career Investigations, Armed Services Enlistment, Early Voting, Election Clerk, and Learner or Driver's Permit.
    - **Documentation**: The student or family must provide adequate documentation to the appropriate campus official for the above exceptions.
    - **Medical Notes**: Absences with a corresponding medical note from a licensed practitioner excusing the student from school will not count against exemptions. Provided the doctor's note is delivered in accordance with the Student Handbook guidelines* for a "Doctor's Note after an Absence for Illness."

***Note:** For High School Exam Exemption purposes, all medical notes must be turned in for any absence within 3 school days upon the return to campus.

Advanced Placement Exam Exemption at the Conclusion of the Course

Students taking Advanced Placement course(s) may earn additional exemptions. Students must meet the following conditions:

- Semester Average, Attendance, Exceptions, Documentation, and Medical Note criteria apply as notated above for Advanced Placement Exam Exemption.

Industry-Based Certification Course Exam Exemption

Students taking Industry-Based Certification courses may earn additional exemptions. Students must meet the following conditions:

- Semester Average, Attendance, Exceptions, Documentation, and Medical Note criteria apply as notated above for Industry-Based Certification Course Exam Exemption.

Disqualification for All Exemptions

(Note: Students are not eligible for semester exam exemptions if the student served any portion of a disciplinary placement during the semester, including placements in a prior school year that continued into the current semester, regardless of when the placement was issued.)
Students do not qualify for any of their exam exemptions for the semester if the student:

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

- Students must attend the full instructional day during exam review week and final exams, including exempt periods, to maintain eligibility. Any absence, unless supported by approved medical documentation, will result in loss of the exemption and a zero recorded for the exam if the student is absent during that exam period.

- For purposes of exam exemptions, absences will be considered excused only with appropriate medical documentation. Parent calls or written notes will not qualify as an excused absence for exemption eligibility.
- Failure to comply with the attendance requirements during first-semester exams will result in the loss of all exam exemptions for the spring semester.

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.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the campus club sponsor at each campus.

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

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

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

A student shall not participate for a 3-week period in extracurricular activities if he/she receives a grade lower than 70 at the end of the grading period in any class other than an identified course eligible for an exception. Courses allowable for exception are those which are weighted credit courses recognized by UIL. [See Grading Guidelines & Appendix]

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to 12 extracurricular absences not related to post-district competition, an unlimited amount of absences for post-district competition prior to state, and an unlimited amount of absences for state or national competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

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

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

requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

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

Grading Guidelines (All Grade Levels)

MISD Beliefs

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). MISD grading practices should keep **STUDENTS FIRST** at all times. Grades should inform students and parents of their current levels of success and where students may need to improve and grow. Different evaluation strategies are encouraged to elicit greater opportunities for students to show mastery in a successful manner. Grading is a reflection of the evaluation of strengths and needs of each student. Tests and quizzes yielding numerical grades represent only <u>one</u> aspect of evaluating student learning.

As a **CONTINUOUS IMPROVEMENT** district, MISD students are encouraged to apply what they learn from the grading process to improve their learning. In alignment with Texas education code, teachers may allow a student a reasonable opportunity to make-up or re-do a class assignment or examination for which the student received a failing grade. Grades should reflect student mastery of the content.

INTEGRITY is upheld when grades reflect progression towards student mastery. Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn. MISD has a district developed a Curriculum Management Plan and Scope and Sequence for all subject areas. In MISD, teachers are required to assign a grade that reflects the student's relative mastery of an assignment (Texas Education Code §28.0216).

The grading process should provide clear and consistent feedback to students that motivates them to focus and ultimately take responsibility for their own learning. This **COMMUNICATION** allows teachers, students and parents to accurately judge what students are able to do. Teachers should establish fair, clear standards and criteria, while applying those criteria consistently to student work. Feedback is provided to their students in the form of comments and grades.

POSITIVE RELATIONSHIPS are pivotal in the process of student learning. Teachers should provide meaningful opportunities for learning that provides collaboration within the classroom setting. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

Teachers, at times, encourage students to assess their own work. Grading should help the student evaluate and see personal progress on mastery of the TEKS. **RESILIENCY** allows students to learn and grow in all situations. Resilient students sustain high levels of achievement and motivation when stressful situations occur. Grading should help students recognize how their work may be improved. Effective grading practices should encourage students to monitor their own learning and empower them as learners.

GRADES PK-4

ELEMENTARY SCHOOL GRADING

Each elementary student's academic progress and conduct are evaluated throughout the school year. Standard-based grade reports are issued every 12 weeks for K-2nd Grade. For grades 3rd-4th, progress reports are issued every 3 weeks and grade reports are issued every six weeks.

CITIZENSHIP

Citizenship grades in K-4th grade are measured on a Likert scale.

*Late work and incomplete assignments may affect citizenship grades.

E	Excellent
S	Satisfactory
N	Needs Improvement

PRE-KINDERGARTEN

Pre-K students are assessed three times annually in the areas of literacy, math, and social-emotional learning using the Children's Learning Institute CIRCLE assessment.

Students receive an overall rating in each of these areas using the following ratings:

- On Track (Green)

- Needs Support (Yellow)
- Monitor (Red)

KINDERGARTEN – 2ND GRADE

Students are assessed using a standards-based report card aligned to grade-level TEK in Literacy, Mathematics, Science and Social Studies using the following ratings:

4	Student demonstrates comprehensive, in-depth understanding of the grade-level standard.
3	Student demonstrates understanding of the grade-level standard.
2	Student demonstrates some understanding of the standard but lacks proficiency in key areas.
1	Student demonstrates minimal understanding and needs support.

*Detailed information regarding standards-based report cards can be found at:

https://www.mansfieldisd.org/departments/curriculum-instruction/core-curriculum/sbrc

3RD – 4TH GRADE

Grading Scale

The district elementary schools use a weighted numerical grading system for grades 3 and 4. The chart reflects the MISD grading system for these grade levels. All grades must be entered in a 100-point scale.

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

ENGLISH LANGUAGE ARTS/MATH	SCIENCE SOCIAL STUDIES	FINE ARTS/ELECTIVES/ PHYSICAL EDUCATION
70% Minor (minimum of 8 grades per grading period)	Grades are not weighted	100% Participation
30% Major (minimum of 2 grades per grading period with at least one written constructed response)	Minimum of 1 Grade per Week (One grade from an Open-Ended Writing). In Social Studies include 1 DBQ per semester	

GENERAL ELEMENTARY GRADING GUIDELINES

It is the practice of Mansfield Independent School District to:

- Allow students to work with other students in small cooperative groups.
- Allow students to edit, and on occasion, grade other students' written work.
- Post examples of excellent student work.
- Recognize student accomplishments publicly.
- Provide homework-free extended holidays (Thanksgiving, Winter, & Spring Breaks)
- Grades should be distributed throughout the six weeks.
- An assignment must be tied to a learning standard/standards. Grading should reflect the mastery tied to the standard/s.

Major assignments can be made up with one attempt to demonstrate mastery with campus based PLC discretion. Students who score below 80% on a major assignment will be allowed to retake or correct up to an 80% grade. However, at teacher and PLC discretion, the teacher may record a grade higher as long as all students are treated equitably in the process and given similar opportunities. All retakes must be completed prior to the end of the grading period. Students are encouraged to participate in academic intervention. Teachers will communicate routine requirements in the class syllabus that are precursors to any retakes. A zero may be entered in the gradebook by the teacher when a zero has been earned by the student, however zeros may not be entered into the gradebook as placeholders for missing assignments.

POSTING STUDENT GRADES IN SKYWARD

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

MEASURES OF ACADEMIC PROGRESS (MAP), CBAs, & BENCHMARK ASSESSMENTS

All 3rd-4th grade students are assessed at the beginning, middle, and end of the school year in Reading, Math, and Science using MAP. MAP assessments are adaptive and utilized to inform instruction for individual students. In addition, students may participate in up to two benchmark assessments per year. These assessments are not used as a grade.

District Curriculum Based Assessments may only be taken as a daily grade.

GRADES 5-6

GRADING SCALE

The district intermediate schools use a weighted numerical grading system. The chart reflects the MISD grading system for grades 5-6.

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

An “Incomplete” (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL)

Citizenship grades are measured on a Likert scale (ESN).

E	Excellent
S	Satisfactory
N	Needs Improvement

GRADING PRACTICES

- Grades for the grading period shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice.
- TEA Interim Assessments and District Benchmarks are utilized to inform instruction for individual students. These assessments are not used as grades.
- District Curriculum-Based Assessments may only be calculated as a daily grade.
- Measures of Academic Progress (MAP) assessments are administered at the beginning, middle, and end of the school year. They are adaptive and utilized to inform instruction for individual students. These assessments are not used as grades.
- All grades must be entered in a 100-point scale.
- Grades should be distributed throughout the six weeks.
- An assignment must be tied to a learning standard/ standards. Grading should reflect the mastery tied to the standard/s.

ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES	FINE ARTS/ ELECTIVES
40% - Major Grades (Minimum of 1 Reading & 1 Composition/Text)	40% Major Grades	40% Major Grades	40% Major Grades	**Performance Courses Grade 6:** 40% Daily Work 30% Performance 30% Major Grades
60% - Daily Work (Balance Between Reading and Writing)	60% Daily Work	60% Daily Work	60% Daily Work	**Performance Courses Grade 5:** 100% Participation
		Minimum of 1 Grade Must be an Open-Ended Writing in Science, such as a CER	Minimum of 1 Grade must be an Open-Ended Writing in Social Studies and 1 DBQ per semester	**Non-Performance Courses:** 60% Minor Grades 40% Major Grades

REQUIRED NUMBER OF GRADES FOR EACH GRADING PERIOD

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

SEMESTER GRADES

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

No semester exams are administered at the Intermediate level.

LATE WORK

Teachers will accept late work:

- 1 Class Day Late – Grade may be reduced up to a maximum of 15 points
- 2 Class Days Late – Grade may be reduced up to a maximum of 30 points
- 3 Class Days Late – Teacher discretion

Teacher and PLC discretion may be used as long as all students are treated equitably in the process. A zero may be entered in the gradebook by the teacher when a zero has been earned by the student, however zeros may not be entered into the gradebook as placeholders for missing assignments.

MAKE-UP WORK (because of absence for any class missed)

The teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in make-up work. A student who does not make up assigned work within the time allotted by the teacher may receive a grade of zero for the assignment.

A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. A student will be permitted to make up tests and turn in projects due in any class missed because of an absence.

MAJOR GRADE RETAKES

Major assignments can be made up with one attempt to demonstrate mastery with campus based PLC discretion.

- 5th grade students who score below 80% on a major assignment will be allowed to retake or correct up to a 80% grade.
- 6th grade students who score below 75% on a major assignment will be allowed to retake or correct up to a 75% grade.

However, at teacher and PLC discretion, the teacher may record a grade higher as long as all students are treated equitably in the process and given similar opportunities. All retakes must

be completed prior to the end of the grading period. Students are encouraged to participate in academic intervention. Teachers will communicate routine requirements in the class syllabus that are precursors to any retakes.

ACADEMIC DISHONESTY

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

POSTING STUDENT GRADES IN SKYWARD

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

MISD PRACTICES

It is the practice of Mansfield Independent School District to:

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

GRADES 7-8 AND JERRY KNIGHT STEM ACADEMY

GRADING SCALE

Middle schools use a weighted numerical grading system. The chart reflects the MISD grading system for grades 7-8 and 6-8 at JKSA.

An “Incomplete” (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL)

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

GRADING PRACTICES

- Grades for the grading period shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice.
- TEA Interim Assessments and District Benchmarks are utilized to inform instruction for individual students. These assessments are not used as grades.
- District Curriculum-Based Assessments may only be calculated as a daily grade.
- Measures of Academic Progress (MAP) assessments are administered at the beginning, middle, and end of the school year. They are adaptive and utilized to inform instruction for individual students. These assessments are not used as grades.
- All grades must be entered on a 100-point scale.
- Grades should be distributed throughout the six weeks.

- An assignment must be tied to a learning standard/ standards. Grading should reflect the mastery tied to the standard/s.

ON LEVEL/ADVANCED (NON-HIGH SCHOOL CREDIT)				
ENGLISH LANGUAGE ARTS	**MATHEMATICS**	**SCIENCE**	**SOCIAL STUDIES**	**FINE ARTS/ ELECTIVES**
40% - Major Grades (Minimum of 1 Test & 1 Written Composition/Text)	40% Major Grades	40% Major Grades	40% Major Grades	**Performance Courses:** 40% Minor Grades 30% Performance 30% Major Grades
60% - Daily Work (Journal, Notebook, Writing)	60% Minor Grades	60% Labs and Minor Grades	60% Minor Grades	**Non-Performance Courses:** 60% Minor Grades 40% Major Grades
	Minimum of 1 Grade per Week	Minimum of 1 Grade Must be an Open-Ended Writing in Science, such as a CER. Must have 3 lab grades each six weeks.	Minimum of 1 Grade must be an Open-Ended Writing in Social Studies and 1 DBQ per semester	

REQUIRED NUMBER OF GRADES FOR EACH GRADING PERIOD

All daily 45 minute classes or alternating days of 90-minute classes require a minimum of 8 grades. A daily 90-minute class requires a minimum of 12 grades. A minimum of 2 grades is required in any grading category. Daily assignments may count more than once, but no more than twice.

COURSES TAKEN FOR HIGH SCHOOL CREDIT

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

***Grades for high school credit courses will go toward GPA as directed by the Texas Education Agency.**

HIGH SCHOOL COURSES			
ADVANCED ALGEBRA I	**ADVANCED BIOLOGY (JKSA)**	**WORLD LANGUAGES**	**ELECTIVES**
60% - Major Grades	50% Major Grades	40% Major Grades	40% Major Grades
30% - Minor Grades	20% - Minor Grades	25% - Minor Grades	60% Minor Grades
10% Daily Practice	30% Lab & Quiz Grades	35% Speaking / Listening	
Minimum of 1 Grade Must be an Open-Ended Writing in Math, such as FRQ with justifications	Minimum of 1 Grade Must be an Open-Ended Writing in Science, such as a CER. Must have 3 lab grades each six weeks.	Must have at least two grades for each mode of communication represented.	

SEMESTER GRADES

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

Middle School Courses

Each semester:
Each grading period = 30%
Semester Exam = 10%

Courses Awarded High School Credit

Semesters 1 and 2:
First and Fourth Grading Periods = 26% each
Second, Third, Fifth, & Sixth Grading Periods = 27% each
Semester Exam = 20%

SEMESTER EXAMS

Exams or cumulative projects are given at the end of each semester. No semester exam will be given early. If a student is absent on the day of an exam, he/she will take the exam at a school designated time and date. A student is expected to contact the course teacher to schedule a make-up time for a 1st semester exam missed because of a student absence. A student is expected to contact the school counseling department to schedule a make-up time for any 2nd semester exam missed because of a student absence.

LATE WORK

Students may be assessed a penalty of no more than 15 points per day for up to three days before a failing grade may be given for work not turned in on time. Teacher and PLC discretion may be used as long as all students are treated equitably in the process. A zero may be entered in the

gradebook by the teacher when a zero has been earned by the student, however zeros may not be entered into the gradebook as placeholders for missing assignments.

MAKE-UP WORK (because of absence of any class missed)

The teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

Students are responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in make-up work. A student who does not make up assigned work within the time allotted by the teacher may receive a failing grade for the assignment.

A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. A student will be permitted to make up tests and turn in projects due in any class missed because of an absence.

Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students. See UIL Eligibility "No Pass/No Play" guidelines for additional information related to grades and UIL Eligibility.

MAJOR GRADE RETAKES

Students will be allowed the opportunity to recover/redeem points necessary to show mastery on major grade/assessment in order to differentiate and provide equitable opportunities.
Students who score below 75% on a major assessment will be allowed to retake or correct up to a 75% grade. Major assignments can be made up with one attempt to demonstrate mastery with campus based PLC discretion. However, at teacher and PLC discretion, the teacher may record a grade higher than a 75, as long as all students are treated equitably in the process and given similar opportunities. This does not include semester examinations.

Students are expected to make arrangements with the teacher to retake or correct a major grade/assessment. Students are encouraged to participate in academic intervention opportunities before retaking a test. Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.

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

ACADEMIC DISHONESTY

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

WEIGHTED CREDIT

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

See MISD Board Policy EIC (LOCAL).

UIL ELIGIBILITY "NO PASS / NO PLAY

Semester grades are calculated by averaging the numerical grades recorded for each of the three six-week reporting periods. Each grading period will stand alone for eligibility purposes. A student who is declared academically ineligible after a grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent three-week grade reporting period. See MISD Board Policy FM (LOCAL) – Exempt Courses. See UIL Eligibility "No Pass/No Play" guidelines for additional information related to grades and UIL Eligibility. A blank grade, INC, or NG all make a student ineligible. Every effort to provide an actual numerical grade should be taken unless extenuating circumstances are present that prevent a numerical grade to be entered. If it is necessary to use one of these codes, a grade change form must be completed prior to the end of the grace period in order for eligibility to be considered. Principals will determine if the student is eligible.

POSTING STUDENT GRADES IN SKYWARD

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

MISD PRACTICES

It is the practice of Mansfield Independent School District to:

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

GRADES 9-12

GRADING SCALE

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

An "Incomplete" (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL)

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

GRADING PRACTICES

Grades for the grading period shall be obtained by averaging student work as detailed below.

- Non-major and daily assignments may count more than once, but no more than twice.
- TEA Interim Assessments and District Benchmarks are utilized to inform instruction for individual students. These assessments are not used as grades.
- District Curriculum-Based Assessments (CBAs) may only be calculated as a daily grade.
- AP Classroom Unit Checks are required in all AP courses. Per College Board, these assessments are to inform instruction for individual students and may only be used as a participation grade.
- Daily work may include work done in class or practice that needs to be extended to homework.
- All grades must be entered in a 100-point scale.
- Grades should be distributed throughout the six weeks.
- An assignment must be tied to a learning standard/ standards. Grading should reflect the mastery tied to the standard/s.

ON LEVEL COURSES				
ENGLISH	**MATHEMATICS**	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
60% - Major Grades (Minimum of 1 Test & 1 Written Composition/Text)	50% Major Grades	50% Major Grades	50% Major Grades	40% Major Grades
40% - Minor Grades (Daily Work, Daily Writing, & Quiz Grades)	30% Minor Grades	20% Minor Grades	50% Minor Grades	25% Minor Grades
	20% Daily Practice	30% Lab & Quiz Grades		35% Speaking/ Listening
		Minimum of 1 Grade must be an Open-Ended Writing in Science, such as a CER. Must have 3 lab grades each six weeks.	Minimum of 1 Grade must be an Open-Ended Writing in Social Studies and 1 DBQ per semester	Must have at least two grades for each mode of communication represented.

ADVANCED / ADVANCED PLACEMENT				
ENGLISH	**MATHEMATICS**	**SCIENCE**	**SOCIAL STUDIES**	**WORLD LANGUAGES**
60% - Major Grades (Minimum of 1 Test & 1 Written Composition/Text)	60% Major Grades	50% Major Grades	50% Major Grades	40% Major Grades
40% - Minor Grades (Daily Work, Daily Writing, & Quiz Grades)	30% Minor Grades	20% Minor Grades	50% Minor Grades	25% Minor Grades
	10% Daily Practice	30% Lab & Quiz Grade		35% Speaking/ Listening
	Minimum of 1 Grade Must be an Open-Ended Writing in Math, such as FRQ with justifications.	Minimum of 1 Grade must be an Open-Ended Writing in Science, such as a CER. Must have 3 lab grades each six weeks.	Minimum of 1 Grade must be an Open-Ended Writing in Social Studies and 1 DBQ per semester	Must have at least two grades for each mode of communication represented.

ELECTIVES / FINE ARTS		
ELECTIVES	**FINE ARTS PERFORMANCE COURSE**	**FINE ARTS NON-PERFORMANCE COURSE**
60% - Major Grades	30% Major Grades	60% Major Grades
40% - Minor Grades	40% Daily Work	40% Minor Grades
	30% Performance Grades	

REQUIRED NUMBER OF GRADES FOR EACH GRADING PERIOD

All courses are required to have a minimum of 8 total grades. A minimum of 2 grades is required in any grading category. Assignments may count more than once, but no more than twice.

SEMESTER EXAMS

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

SEMESTER GRADES

Semester grades are calculated for each course by averaging the numerical grades recorded for each of the three six-week reporting periods and the course semester exam. Credit is awarded at the end of each course with a grade of 70 or better. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and course credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Semesters One and Two:
First and Fourth Grading Periods = 26% each
Second, Third, Fifth, and Sixth Grading Periods = 27% each
Semester Exam = 20%

LATE WORK

Students may be assessed a penalty of no more than 30 points for work to be turned in on the next day following the A/B day schedule. Work turned in after that may be given a zero. Teacher and PLC discretion may be used as long as all students are treated equitably in the process. A zero may be entered in the gradebook by the teacher when a zero has been earned by the student, however zeros may not be entered into the gradebook as placeholders for missing assignments.

MAKE-UP WORK (because of absence of any class missed)

The teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in make-up work. (A/B Block example:

A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday and student work from Tuesday's absence is considered late after the following Monday.) A student who does not make up assigned work within the suggested time allotted by the teacher may receive a grade of zero for the assignment.

A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. A student will be permitted to make up tests and turn in projects due in any class missed because of an absence.

Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students. See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

MAJOR GRADE RETAKES

Students will be allowed the opportunity to recover/redeem points necessary to show mastery on a major grade/assessment in order to differentiate and provide equitable opportunities. Students who fail a major assessment (below 70%) will be allowed to retake or correct up to a 70% grade. However, at teacher and PLC discretion, the teacher may record a grade higher than a 70, as long as all students are treated equitably in the process and given similar opportunities. This does not include semester examinations. Students are expected to make arrangements with the teacher to retake or correct a major grade/assessment. Students are encouraged to participate in academic intervention opportunities before retaking a test. Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.

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

ACADEMIC DISHONESTY

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

WEIGHTED CREDIT

Per MISD Board Policy EIC (LOCAL):

- The District uses a weighted numerical grading system. In calculating GPA, ten points (per semester) shall be added to a student's average in Advanced Placement (AP) courses, Advanced courses, Academic Decathlon, and district-approved college-level dual credit courses. All other courses shall not receive weighted points for completion.
- No weighted credit points shall be added for grades lower than 70.
- Weighted grading shall be reflected in the student's GPA and not numerically per course on either the student's report card or transcript.

UIL ELIGIBILITY "NO PASS / NO PLAY

Semester grades are calculated by averaging the numerical grades recorded for each of the three six-week reporting periods. Each grading period will stand alone for eligibility purposes. A student who is declared academically ineligible after a grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent three-week grade reporting period. See MISD Board Policy FM (LOCAL) – Exempt Courses. See UIL Eligibility "No Pass/No Play" guidelines for additional information related to grades and UIL Eligibility. A blank grade, INC, or NG all make a student ineligible. Every effort to provide an actual numerical grade should be taken unless extenuating circumstances are present that prevent a numerical grade to be entered. If it is necessary to use one of these codes, a grade change form must be completed prior to the end of the grace period in order for eligibility to be considered. Principals will determine if the student is eligible.

POSTING STUDENT GRADES IN SKYWARD

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

MISD PRACTICES

It is the practice of Mansfield Independent School District to:

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

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law

- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

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

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

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

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

In limited circumstances, a student who fails to demonstrate proficiency on up to two 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]

Foundation Graduation Program

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

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

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

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

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1

Locally required courses	.5 Health Credit .5 Professional Communications Credit	5 Health Credit .5 Professional Communications Credit
Miscellaneous		Available Endorsements: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary Studies
Total	**26 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical Education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

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 is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

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

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Speakers

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

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

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

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the

student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees (All Grade Levels)]

Scholarships and Grants

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

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

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

Graduation Honors

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

- The valedictorian and salutatorian shall be the two eligible students with the highest class ranking, respectively.
- The ten eligible students with the highest GPAs shall be the top ten ranking graduates of their class, respectively.
- An honor graduate is any student who has a 95.00 cumulative average or higher: Summa Cum Laude (100.00 +), Magna Cum Laude (97.00 – 99.99) and Cum Laude (95.00 – 96.99). These honors will be determined at the end of the fall semester of their senior year. See EIC (LOCAL)

Harassment

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

Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances

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

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

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

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

Health-Related Services

- First aid and injury evaluation
- Health Screening: vision, hearing, scoliosis, and Acanthosis.
- Under the influence assessment
- Health Education: hygiene, illness prevention, symptom management
- Support during illness or physical symptoms at school

Health Care Services

(The following services require additional consent and paperwork signed by guardian and/or physician.)

- Administration of over-the-counter medications in accordance with law and district policy
- Administration of prescription medications in accordance with law and district policy
- Monitoring of chronic health conditions (e.g., asthma, diabetes)

Illness (All Grade Levels)

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

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

A full list of conditions for which the school must exclude children can be obtained from the https://www.dshs.texas.gov/idps-home/school-communicable-disease-chart.

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

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

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

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

Lice (All Grade Levels)

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

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

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

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

More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their 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 repellant is considered 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.

Prescription medication will be administered to a student if:

- The medication is provided by the parent or guardian.
- The medication is in a prescription bottle from a pharmacy and includes the student's name, physician, instructions for administration, and is not expired.
- The parent supplies a written request for the medication to be given on the District's form provided by the school nurse, along with a parent and physician signature.

Nonprescription medication will be administered to a student if:

- The medication is provided by the parent in the manufacturer's packaging, labeled with the student's first/last name, and not expired.
- The parent supplies a written request for the medication to be given on the District's form provided by a parent and physician signature.
- Parent-provided nonprescription medication from the District-approved list may be administered upon a parent's written request as needed or for up to five consecutive days (see list below). All other nonprescription medications require an order from a physician or healthcare provider with prescriptive authority.

Medication should be scheduled to be given at home by the student's parent/guardian whenever possible. Students will not be called out of class for "as needed" medications. Mansfield ISD will not accept responsibility if a student develops a sudden drug reaction. It is the responsibility of the parent to take unused medication home. Any unused medication will be destroyed at the end of the school year. A new parent request for medication is required each school year. The school nurse may accept changes in medication directions by telephone from the prescribing provider but must be confirmed in writing within three days of the change. Legible faxed orders will be accepted.

District-approved nonprescription medications will not be administered in dosages higher than the label recommends for age, or for indications the medication is not FDA-approved for in children and adolescents.

District-approved list:

- Acetaminophen (Tylenol)
- Ibuprofen (Advil; Motrin)
- Diphenhydramine (Benadryl)
- Cough drops/lozenges

District-approved nonprescription medications will be stopped and the school nurse will contact the parent if:

- medication has been given more than 5 consecutive days.
- pain or symptoms get worse or last more than 5 days, new symptoms occur or signs of infection occur.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student

must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order.

Authorized and trained individuals may administer an epinephrine delivery system 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 are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system 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 delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

"Unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, 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 a medication for respiratory distress, and issued by an authorized health- care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

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

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (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
- 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 or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters ***OR*** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (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 for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at https://www.mansfieldisd.org/departments/health-services for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as

well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found* on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at https://www.mansfieldisd.org/departments/health-services/food-allergies

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the campus nurse or school counselor.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at Mansfield ISD Board Policy Manual.

- 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: the FFH series of policies
- 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.

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 about the district's SHAC is available from the Director of Health Services.

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

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness plan located on the district website and updated versions will be placed online once approved by the board. For questions about the content or implementation of the district's wellness policy and plan, please contact the Director of Health Services.

Homework (All Grade Levels)

[See Grading Guidelines]

ID Cards (High School and Middle School)

Mansfield ISD high school and middle school students will receive their first identification card free and thereafter are required to purchase current identification cards. (Cost is $5.00 per ID.) The ID

cards must include contact information for suicide prevention hotlines. Students MUST wear the current ID at all times while on campus and while attending any school-related activity/function. * The ID MUST be visible and worn on the front of the student's torso between the shoulder blades and the natural waist line. ID lanyards and/or clips are provided for a fee to students on each campus.

Students out of compliance are subject to discipline consequences. These consequences may include sending the student home or to AC until student complies with the ID policy. Persistent non-compliance with the ID policy by students will result in additional consequences. ("Persistent" = two or more offenses per year.) *Any student who fails to properly identify him/herself and/or flees from a Mansfield ISD high school staff member may be placed in an alternative placement.* Replacement cards cost $5.00.

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court

- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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

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

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

During Lunch

Closed Campus

- Students are not to leave the campus during the school day except in cases preapproved based upon the student's course schedule, preapproved by campus administration, or after signing out in the office. Students are not to visit the campus of other schools while classes are in session or any other time during the regular school day except for school-approved business or school sponsored activities. Otherwise, once a student arrives on campus they are required to stay on campus for the entire length of their schedule. Reasons to leave are limited and include such things as course work at Ben Barber, TCC classes, special work/educational programs, and early release for students.
- Please Note: Mansfield ISD provides bus transportation to and from each high school to Ben Barber Innovation Academy.
- When a student is caught off campus, or attempting to leave campus, without following the guidelines outlined, it will result in the loss of parking privileges for 30 school days for each infraction. A student who has been found to have parked on campus property with any motorized vehicle, while under the loss of parking privilege during a "30 school days" period, shall be assigned to 2 days I.S.S. (AC). The student may receive other consequences if the issue continues.
- The "30 school days" consequences will be given to all students riding in a vehicle, not just the driver, if the student also has campus parking privileges. If the student is not of driving age or does not have parking privileges, the student shall be assigned to 1 day of I.S.S. (AC).
- Parking stickers will be removed from the student's car following each offense. Students will be charged $2 for a replacement sticker following the discipline period.
- It will be the responsibility of the student and their family to arrange for alternate transportation during the discipline period. City police will be monitoring surrounding

businesses and neighborhoods for students who are illegally parked, so we would not recommend parking off-site.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

DAEP Makeup Work

Grades 9-12

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at Mansfield ISD Board Policy Manual - FFH.

The district has designated and authorized the Director of Student Services as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Director of Instructional Support
- For all other concerns regarding discrimination, see the Director of Student Services. Title IX Complaints - Mansfield Independent School District

[See policies at FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: ***www.mansfieldisd.org***

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]

Becoming a school volunteer. [See The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

- Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations.

- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact your campus principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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.

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

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

In grades 9-12, promotion is based on the number of course credits earned. [See Grade Level Classification.]

Repeating Kindergarten-Grade 8 at Parent Request

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

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

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

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

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

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

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

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the 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 they are 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 before high school.

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.

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

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

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

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

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan —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
- Outline an intensive instruction program for the student

[See 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.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.

- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report at https://www.mansfieldisd.org/student-central/our-house
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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 offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Using the District's mass messaging system (via email, phone, and text), updating the website to include the information, posting to the district's social media sites (Facebook and Twitter), and contacting local media outlets.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students may make an appointment with their campus counselor to discuss schedule changes and the needs associated with those changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

Mansfield ISD works diligently to maintain compliance with federal and state regulations concerning asbestos. Should you wish to review the asbestos management plan for your child's school, or if you have any questions about the plan or this federally mandated program, please contact the district's Asbestos Designated Person, Derrell Douglas, at (817) 299-4343.

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

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

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
>
> 1. **mail:**
> U.S. Department of Agriculture
> Office of the Assistant Secretary for Civil Rights
> 1400 Independence Avenue, SW
> Washington, D.C. 20250-9410; or
>
> 2. **fax:**
> (833) 256-1665 or (202) 690-7442; or
>
> 3. **email:**
> Program.Intake@usda.gov
>
> "This institution is an equal opportunity provider."

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

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator: Executive Director of Facilities.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The 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.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See

School-Sponsored Field Trips (All Grade Levels)

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

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

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

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

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

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

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

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Overnight Trips (All Grade Levels)

The district reserves the right to conduct screening for concealed prohibited items when students are traveling out of town or overnight with the district. Students will be asked to leave personal belongings in an area that will be screened. If the screening alerts to an item or an area, it may be searched by District officials.

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Occasions (All Grade Levels)

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

Special Programs (All Grade Levels)

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

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this

assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

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

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

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

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

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

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

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

NOTE:

- Tardies are cumulative per semester
- "No show" to detention will result in additional disciplinary action which may include AC Placement

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 selects instructional materials in accordance with state law and policy EFA.

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

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

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

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is

paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

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

Transfers (All Grade Levels)

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

The Student Services department is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

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

The bus is an extension of the classroom and follows the student code of conduct. All District policies are observed on district transportation. Follow all instructions given by the bus driver.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops. . If the student is not visible at the pickup point (home or campus) at the regularly scheduled time, the driver may proceed on. Therefore, it is important that students are at/on the bus prior to the scheduled departure time.

A student may ride home with another student as a courtesy to the guardian. The student is required to provide to the bus driver a note from the guardian, including the parent's contact phone number with a verification signature from their school administrator or permission from an administrator.

All Pre-K – 1st-grade students must have bus tags and a parent/guardian physically present at the stop in order to exit the bus unless accompanied by an older sibling. Older siblings must be in second grade or above. No exceptions.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved

route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the District Transportation office at 817-299-6060.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Safety/Code of Conduct on the School Bus

The expectations of the students conduct on the school bus include, **but are not limited to**, the following:

- Students are required to sit in assigned seats and remain seated at all times. Students are considered safely seated when they are facing the front, feet on the floor, their back to the seat back (not backpack), and their bottom to the seat bottom, not sitting on anything, including their legs, knees, books, bags etc.
- Keep your hands to yourself. Horse play, Slap boxing and fighting is not permitted.
- Normal conversation between students in the same seat is permitted, but any loud talking or noises may distract the driver and create an unsafe condition. Drivers may switch on interior lights (or other means) as a signal for students to remain quiet.
- All students will remain quiet when the bus is approaching and while crossing a railroad crossing.
- Excessive or malicious teasing will not be tolerated.
- The use of profane or vulgar language will not be tolerated while on the bus.
- Arms, head, and other parts of the body are to be kept inside the bus at all times.
- Do not throw objects inside or out of the bus.
- Damaging or Vandalizing (i.e. cut, scratch, draw, break or dismantle) any part of the bus or its contents. This is a code of conduct violation that the campus will issue consequences that may include the cost of repairs (from the transportation department) that the parent and/or student will be responsible for.
- Keep books, packages, coats, and all other personal items out of the aisle.
- All personal items must remain in students' bags or purses, including footballs, basketballs, writing devices, skateboards, etc. while on the bus. They are not to be played with or passed around to others.
- All carry-on items will be held in the student's lap. Nothing will be allowed in the aisle or blocking the exits. Items that block the view of the Driver are not permitted.
- Students who allow their electronic devices, including cell phones, MP3 players, I-Pods, hand-held game systems, etc., to become a distraction/disruption to the driver will be directed to put the item(s) away until they exit the bus. Failure to do so will result in disciplinary action.
- Students are to have the sound "off" or use headphones that do not distract the driver. If a student cannot hear the driver because of the volume of the device, and the Driver has to repeat directions, this will be viewed as a distraction to the driver.

Prohibited Items on the Bus

A detailed list of prohibited items may be found in the MISD Student Code of Conduct; however, the list below is in addition and specific to students whom are riding the bus.

- Glass containers
- Rubber bands, water balloons, paintballs
- Any object (musical instrument, shop/science/history project, etc.), which is too large to be held safely in the student's lap, and not take the seat of another student.
- Eating or drinking items on the bus as well as chewing gum.
- All/Any animals, insects, or reptiles.
- Other items deemed by the driver as unsafe to transport on the bus.

Disruption of Transportation

Once a student has boarded the bus, they will be dropped off at their designated stop. Because the bus driver does not have a way to verify custody, we do not allow anyone to remove a student from the bus.

We also ask parents not to attempt to stop or delay the bus. Please call the Transportation Department if you have a concern or need to talk with the bus driver. Do not approach them at the bus stop or attempt to board the bus.

It is a violation of state law (TEC 37.126) for non-riders to board a school bus or to impede its progress. Violators will be prosecuted.

Discipline Records

Should there be a need, a transportation support representative will be in contact with parents regarding their children and any support needed to ensure safety on the bus. All code of conduct violations will be processed by an administrator at their child's campus should a student receive a disciplinary referral. A parent will be notified by telephone, email, or mail when concerns arise.

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

Procedures for Waiting for the Bus

1. Bus drivers have been instructed to approach regularly scheduled pickup points utilizing amber warning lights (AWL). If the student is not visible at the pickup point at the regularly scheduled time, the driver may then turn off the AWL and proceed to the next pickup point without coming to a full stop. Therefore, it is important that students are at the pickup point 15 minutes early.
2. If a student misses their bus, they are to go home immediately or go back to the school to contact their parent or guardian.
3. Parents should instruct their children on the proper procedures to follow if they miss their bus.
4. Students are to stand on the sidewalk or back from the roadway at all times while waiting for the bus.

5. When the bus approaches, students are to stand clear and do not approach the bus until it comes to a complete stop. Students should form one line and prepare to board the bus.
6. Parents are responsible for providing transportation to/from school when a child misses the bus.

Loading the Bus

1. Do not push or shove when entering the bus.
2. Use the handrail and step up one step at a time.
3. Scan your smart-tag (student ID) on the scan pad upon entering the bus.
4. Go directly to your assigned seat. The bus is not allowed to move until all students are seated.

Departing the Bus

1. Stay seated until the bus is completely stopped.
2. Scan your smart-tag (student ID) as you depart the bus.
3. Use a handrail and take one step at a time when leaving the bus.
4. Wait for your turn to leave the bus.
5. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus as it pulls away.
6. If any article drops or rolls under the bus, do not go after it. Ask the driver for help. If the driver is leaving the site, wait until the bus is gone to retrieve the item.

Crossing a Street

Every attempt has been made to establish bus routes that prevent students from crossing streets. If a road crossing is inevitable, the following procedures must be followed:

1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 12 feet in front of the right bumper and wait for the driver to signal that it is safe to cross.
2. After the bus driver gives a signal the student(s) are to check in both directions and walk directly across the road.
3. Never cross the road behind the bus.
4. Students should be alert for vehicles that do not stop when the bus is loading or unloading students.
5. Cross all streets at intersections when possible and obey all traffic signals and signs on your way home.
6. Students should never cross a roadway or intersection prior to the bus arriving and controlling traffic with their warning lights

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

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or *Executive Director of Special Education* that the district has designated to coordinate the implementation of and compliance with this law.

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

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

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

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Present a government issued photo ID
- State their reason for being on campus
- Obtain approval from the principal or designee
- Must wear the visitor name badge provided by the school throughout the visit
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

Individuals requesting to visit a classroom must be approved by the principal or designee after the principal or designee has discussed the visit with the teacher. Approval for the day of the requested visit will be subject to the classroom activities scheduled and the need for student

confidentiality. All classroom visits must comply with District policies. Classroom visits are limited to 20 minutes unless prior approval for a longer duration is granted by the principal or designee.

Due to privacy issues, videotaping in the classroom by parents is not permitted. Exceptions will be granted by the Superintendent or designee.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Non-school aged children or children not enrolled at the campus are permitted to accompany an adult visitor for campus events; however, campus principals have the discretion to limit visitors based on the nature of the event, space, and/or safety.

A visitor who fails to comply with any of these guidelines and/or District policies may be prohibited from visiting the school.

Guidelines for Visitors at Lunch

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

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

Unauthorized Persons

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

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

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

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

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

Volunteers (All Grade Levels)

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

If you are interested in volunteering, please contact your student's school for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

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)

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

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

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

Appendix A: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit Policy Code FFI - Student Welfare - Freedom from Bullying - Mansfield ISD Board Policy Manual. Below is the text of MISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 9/26/2023.

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

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

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format

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

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

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

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

The discipline of a student with a disability is subject to applicable State and federal law in addition to the Student Code of Conduct.

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

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

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

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

Confidentiality

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

Appeal

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

Records and Retention

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

Access to Policy and Procedures

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

Appendix B: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit Policy Code FNG – Student Rights and Responsibilities: Student and Parent Complaints/Grievances – Mansfield ISD Board Policy Manual Below is the text of *Mansfield ISD's* policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on 9/24/2024.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Extracurricular Activity Complaints

For a complaint concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26, of a Board policy, or of a provision of Education Code Title II, the Level Three decision is final and may not be appealed to the Board.

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom of Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or

designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Scheduling Conferences

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Response

At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean calendar days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following day is “day one.”

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled

hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may request a hearing at Level Three to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

After receiving notice of the appeal, the Level Two hearing officer shall prepare and forward a record of the Level Two complaint to the Level Three hearing officer and provide a copy of the Level Two record to the complainant.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the Level Two hearing officer in reaching the Level Two decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level Two record, any additional information provided prior to the Level Three hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three hearings, if any, shall be maintained with the Level Two and Level Three records.

Level Four

With the exception of complaints regarding extracurricular activities, described above, if the complainant did not receive the relief requested at Level Three or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Three decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Three decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Three decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Three decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Three appeal. The complainant may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. Any other documents submitted by the complainant at Level Three.
5. The decision issued at Level Three and any attachments.
6. All other documents relied upon by the administration in reaching the Level Three decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Discipline Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals of discipline management techniques assigned to a student by the campus behavior coordinator or other appropriate administrator may be initiated by contacting the campus principal. Decisions made by the principal may be appealed to the Executive Director of Student Services. In accordance with policy FOC (LEGAL), placement decisions made by the Executive Director of Student services are final and may not be appealed. Disciplinary measures other than out-of-school suspension, placement in a DAEP or expulsion may not be appealed beyond the campus level. A copy of the policy FOC (LEGAL) may be obtained from the principal's office, the campus behavior coordinator's office, the Student Services office, or through Policy Online at the following address www.mansfieldisd.org.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Appendix C: Student Activities – Exempt Courses

Note: FM(Regulation), Adopted: 8/21/2021, Revised: 8/14/

Eligibility to Participate in Extracurricular Activities for High School Students

As provided by law or no pass, no play provisions, a student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100. By rule, UIL allows exemption from this provision, the courses the District shall consider as honors or advanced, for this exemption as well as all Pre-Advanced Placement (AP) courses in English language arts, mathematics, science, social studies, and languages other than English, as well as any other courses in those subjects considered as honors courses to calculate class ranking. [See EIC(LOCAL) and FM(LEGAL)]

Exceptions: Exempt Courses

The following are identified as honors classes as referred to in the Texas Education Code. §33.081(d)(1), concerning extracurricular activities:

Exempt weighted credit courses allowable by UIL.

Exempt Courses CHART-UIL				
English Language Arts	*Mathematics*	*Science*	*Social Studies*	*Languages other than English*
0251A TCC ENG COMP 4A	*6150 PRECAL*	*0940A TCC BIOLOGY A*	*0770EC TCC PHILOSOPHY*	*0750EC TCC SPANISH 1*
0251B TCC ENG COMP 4B	*0610 TCC COLL ALG*	*0940B TCC BIOLOGY B*	*0911 TCC GOVT FALL*	*0751EC TCC SPANISH 2*
0252A TCC ENG COMP 3A	*0610EC TCC COLL ALG EC*	*0942 TCC GEOLOGY*	*0912TCC GOVT SPRG*	*0752EC TCC SPANISH SEM1*
0252B TCC ENG COMP 3B	*0611 TCC MATH BUS 1*	*0942A TCC BIOLOGY EC*	*0914 TCC TEXAS GOVT*	*0753EC TCC SPANISH SEM2*
0253A TCC ENG BRIT A	*0612 TCC MATH BUS 2*	*0942B TCC BIOLOGY EC*	*0915 TCC ECON FALL*	*0760 TCC ASL I*
0253B TCC ENG BRIT B	*0613 TCC COLL PRECAL*	*0943 EC TCC ANAT & PHYS*	*0916 TCC ECON SPRG*	*0761 TCC ASL 2*
0254EC TCC TCH WRITING	*0613EC TCC COLL PRECAL*	*0947EC TCC GENETICS*	*0918 TCC ECON MICRO*	*0762 TCC ASL 3*
0260 TCC SPEECH PS	*0614 TCC STATS*	*8003A ADV BIOLOGY A*	*0970A TCC PSYCH-FALL*	*0763 TCC ASL 4*
2013A ADV ENGLISH 1A	*0614EC TCC STATS EC*	*8003B ADV BIOLOGY A*	*0970B TCC PSYCH-SPRNG*	*0764 TCC ASL ADV IS1*
2013B ADV ENGLISH 1B	*0615EC TBC COLL CALC*	*8008A ADV BIO A*	*0971EC TCC LS GROW DEV*	*0765 TCC ASL ADV IS2*
2018A ADV ENGLISH 1A	*0616EC TCC COLL TRIG*	*8008B ADV BIOL B*	*0972A TCC US HIST A*	*0766 TCC ASL ADV IS3*
2018B ADV ENGLISH 1B	*0621EC TCC CONTEMP MTH*	*8023A ADV CHEMISTRY A*	*0972B TCC US HIST B*	*7013A ADV FRENCH 2A*
2023A ADV ENGLISH 2A	*1055CA AP COMP SCI AMT*	*8023B ADV CHEMISTRY A*	*0975EA TCC WEST CIVIL*	*7013B ADV FRENCH 2B*
2023B ADV ENGLISH 2B	*1055CB AP COMP SCI ALT*	*8023SA ADV STEM CHEM A*	*0975EB TCC WEST CIVIL*	*7023A ADV FRENCH 3A*
2025A AP WLD ST/E- SE	*1266CT BB AP COMP SCI*	*8023SB ADV STEM CHEM B*	*0976EC TCC CHILD PSYCH*	*7023B ADV FRENCH 3B*
2025B AP WLD ST/E- SE	*6033A ADV ALGEBRA 1A*	*8025A ADV CHEM SHLT A*	*0977EC TCC SOC PSYCH*	*7033A AP FRENCH 4A*

2026A AP WLD ST/H- SE	6033B ADV ALGEBRA 1B	8025B ADV CHEM SHLT B	0978EC TCC GROW & DEV	7033B AP FRENCH 4B
2026B AP WLD ST/H- SE	6038A ADV ALG 1A	8028A ADV CHEM A	0979EC TCC HUMAM	7113BB BB ADV GERMAN 2
2028A ADV ENGLISH 2A	6038B ADV ALG 1B	8028B ADV CHEM B	0980A TCC SOC-FALL	7123BB BB ADV GERMAN 3
2028B ADV ENGLISH 2B	6053A ADV GEOM A	8073A ADV CHEMISTRY A	0980B TCC SOC-FALL	7140BB BB ADV GERMAN 4
2033A AP ENGLISH 3A	6053B ADV GEOM B	8073B ADV CHEMISTRY B	0999 TCC OTHER LOC	7320A ADV SPANISH 2A
2033B AP ENGLISH 3B	6056A ADV GEOM SHLT A	8078A ADV CHEM A	9060A AP US HISTORY A	7320B ADV SPANISH 2B
2038A AP ENGLISH 3A	6056B ADV GEOM SHLT B	8078A ADV CHEM B	9060B AP US HISTORY B	7320BB BB ADV SPAN 2
2038B AP ENGLISH 3B	6058A ADV GEOM A	8083A AP BIOLOGY A	9068A AP US HIST A	7340A ADV SPANISH 3A
2043A AP ENGLISH 4A	6058B ADV GEOM B	8083B AP BIOLOGY B	9068B AP US HIST B	7340B ADV SPANISH 3B
2043B AP ENGLISH 4B	6080A ADV ALGEBRA 2A	8088A AP BIO A	9110 AP GOVT	7340BB BB ADV SPAN 3
2048A AP ENGLISH 4A	6080B ADV ALGEBRA 2B	8088B AP BIO B	9118 AP GOVT	7360A AP/H SPAN 4A
2048B AP ENGLISH 4B	6085A PAP ALG 2 SHLT A	8094A AP ENVRN SCI A	9120 AP COMP GOVT	7360B AP/H SPAN 4B
2340A ACAD DECATH 1A	6085B PAP ALG 2 SHLT B	8094B AP ENVRN SCI B	9150 AP ECON (MACRO)	7360BB BB AP SPAN 4
2340B ACAD DECATH 1B	6088A ADV ALG 2A	8095A AP PHYSICS 1A	9151 AP ECON (MICRO)	7370A AP/H SPAN 5A
2341A ACAD DECATH 2A	6088B ADV ALG 2B	8095B AP PHYSICS 1B	9158 AP ECON (MACRO)	7370B AP/H SPAN 5B
2341B ACAD DECATH 2B	6160A ADV PRE CALC A	8095SA AP STEM PHYS 1A	9173A AP PSYCHOLOGY	7370BB BB AP SPAN 5
2342A ACAD DECATH 3A	6160B ADV PRE CALC B	8095SB AP STEM PHYS 1B	9173B AP PSYCHOLOGY	7413BB BB ADV LATIN 2
2342B ACAD DECATH 3B	6200A AP PRE CALC A	8096A AP PHYSICS 2A	9200A AP EURO HIST A	7423BB BB ADV LATIN 3
	6200B AP PRE CALC B	8096B AP PHYSICS 2B	9200B AP EURO HIST B	7430BB BB AP LATIN 5
	6201A AP AB CALC A	8097A AP PHYSICS CM A	9205A AP HUMAN GEOG A	7513BB BB ADV CHINESE 2
	6201B AP AB CALC B	8097B AP PHYSICS CM B	9205B AP HUMAN GEOG B	7523BB BB ADV CHINESE 3
	6202A AP BC CALC A	8098A AP PHYSICS CE A	9208A AP HUM GEOG A	7530BB BB ADV CHINESE 4
	6202B AP BC CALC B	8098B AP PHYSICS CE B	9208B AP HUM GEOG B	7713BB BB ADV JPNESE 2
	6203A AP STATS A		9200 AP WORLD HIST A	7720BB BB ADV JPNESE 3
	6203B AP STATS B	1836CT BB PRIN OF ENGN	9210B AP WORLD HIST B	7730BB BB ADV JPNESE 4
	6208A AP STATS A		9218A AP WRLD HIST A	
	6208B AP STATS B		9218B AP WRLD HIST B	

Eligibility to Participate in Extracurricular Activities for Middle School Students

As provided by law or no pass, no play provisions, a student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100. Mansfield ISD also identifies middle school advanced courses in the subject areas of English language arts, mathematics, science and social studies. A student in one of these identified courses shall be suspended from participation in any extracurricular activity sponsored by the District after a grade evaluation period in which the student received a grade lower than the equivalent of 60 on a scale of 100.

Exceptions: Exempt Courses

The following are identified as Middle school advanced classes concerning extracurricular activities.

Exempt Courses – Middle School			
English Language Arts	***Mathematics***	***Science***	***Social Studies***
ADV Language Arts – 7th	***ADV/ACC Math – 7th***	***ADV Science – 7th***	***ADV TX History***
ADV Language Arts – 8th	***ADV Math – 7th***	***ADV Science – 8th***	***ADV US History***

** Any high school EXEMPTED course taken in the middle school, will have the same exception as a high school student.

Waiver

A middle school student shall earn one waiver per semester for a grade below a 60 at any grading period of their choosing. The waiver can only be used in an exempt course and is not transferrable to another semester if not used. The two waivers per year may not be utilized in the same course in the same school calendar year. The district may impose other factors of eligibility of a waiver. (See FM Exhibit)

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

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

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

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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