

# **2020-2021 Secondary Student-Parent Handbook**



## **MARION INDEPENDENT SCHOOL DISTRICT**

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The Marion Independent School District prohibits discrimination, including harassment, against any employee or student on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

Discrimination against an employee or student is defined as conduct directed at an employee or student on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.



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## **PREFACE**

### **COVID-19 Statement:**

During the COVID-19 regulations, adjustments may be made to protocol and procedures set forth by Marion ISD. Please stay abreast of communication being disseminated from Marion ISD and the Marion ISD Secondary Campuses. Also, please note that handbook policies and procedures apply both at school and at home. Violations of the handbook and/or Student Code of Conduct may result in disciplinary consequences regardless of the location of the infraction.

### **To Students and Parents:**

Welcome to the school year 2020-2021! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Marion ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Marion ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at [www.marionisd.net](http://www.marionisd.net) and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

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

If you or your child has questions about any of the material in this handbook, please contact the administration.

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

1. Acknowledgment of Electronic Distribution of Student Handbook form, MISD Student Code of Conduct and MISD Acceptable Use of Computers and Network Guidelines for 2020-21;
2. Contract for Eliminating Guns and Weapons from Schools;
3. Student Residency Questionnaire;
4. Cell Phone and Electronics Agreement;
5. Identification Badge Agreement;
6. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
7. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities.

[See **Obtaining Information and Protecting Student Rights** and **Directory Information** for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the superintendent's office and an unofficial electronic copy is available at [www.marionisd.net](http://www.marionisd.net).

## SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Marion ISD Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

### PARENTAL INVOLVEMENT

#### Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers.**]
- Participating in campus parent organizations. Parent organizations include: Ag, Athletic and Band Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the High School office at 914-2803 ext. 1400 or the Middle School office at 914-2803 ext. 1300.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]

- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## **PARENTAL RIGHTS**

### **Obtaining Information and Protecting Student Rights**

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

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

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

### **“Opting Out” of Surveys and Activities**

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

## **Inspecting Surveys**

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

## **Requesting Professional Qualifications of Teachers and Staff**

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

## **Reviewing Instructional Materials**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

[Also see **Removing a Student Temporarily from the Classroom** and **Removing a Student from Human Sexuality Instruction** for additional information.]

## **Displaying a Student's Artwork, Projects, Photos, and Other Original Work**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement.

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

## **Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,

- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See **Student Records**.]

### **Granting Permission to Video or Audio Record a Student**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

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

### **Removing a Student Temporarily from the Classroom**

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

### **Removing a Student from Human Sexuality Instruction**

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

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

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

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

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

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

### **Removing a Student from Class for Tutoring or Test Preparation Purposes**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

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

### **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

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

### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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

### **Requesting Limited or No Contact with a Student through Electronic Media**

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class



that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

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

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

### **Requesting Notices of Certain Student Misconduct**

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

### **School Safety Transfers**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### **Requesting Classroom Assignment for Multiple Birth Siblings**

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

## **Parents of Students with Disabilities with Other School-Aged Children in the Home**

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

## **Request for the 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 request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

## **Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents may contact the individual(s) 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

**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.**

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

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

There is an exception to the 45-school-day timeline. If a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals:

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

**Marion MS - Shawn Pierce 830-914-2803 Ext. 1340**

**Marion HS - Robyn O'Bryan 830-914-2803 Ext. 1440**

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

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

**Marion MS - Shawn Pierce 830-914-2803 Ext. 1340**

**Marion HS - Robyn O'Bryan 830-914-2803 Ext. 1440**

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

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

## **Students with Physical or Mental Impairments Protected under Section 504**

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Robyn O'Bryan at (830) 914-2803 ext. 1440 (High School) or Shawn Pierce at (830) 914-2803 ext. 1340 (Middle School).

[Also see policy FB.]

## **Parents of Students Who Speak a Primary Language Other than English**

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

## **Accommodations for Children of Military Families**

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

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

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

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

## **Student Records**

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

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

- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

The address of the superintendent’s office is P.O. Box 189, Marion, TX 78124.

The address of the principal’s office is P.O. Box 189, Marion, TX 78124.

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

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

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at [www.marionisd.net](http://www.marionisd.net).

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

**Please note:**

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

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

***Directory Information***

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year.

The district has identified the following as directory information: child's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

***Release of Student Information to Military Recruiters and Institutions of Higher Education***

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

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Stacia Snyder, High School Principal, at 914-2803 ext. 1400 or Jeff Stevens, Middle School Principal, at 914-2803 ext. 1300.

### **ABSENCES/ATTENDANCE**

\*\*\*COVID-19: Regardless of whether a student and family chooses an in-person or a virtual setting for instruction this year, the following attendance policies still apply for awarding credits for the 2020-2021 school year.

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

#### **Compulsory Attendance**

State law requires that a student between the ages of 6 and 18 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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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.

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

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



## **Exemptions to Compulsory Attendance**

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - Mental health or therapy appointments; or
  - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district's board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

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

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

## **Failure to Comply with Compulsory Attendance**

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year, or

- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parents could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

[See policy FEA(LEGAL).]

### **Attendance for Credit or Final Grade**

To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

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

Credit can be regained by attending Saturday School, Tutorials and/or through Community Service (pre-approved). See approved list in front office.

### **Attendance for Students Enrolled in Dual Credit Courses**

Students enrolled in Dual Credit courses may not miss more than 6 days of class. Students who fail to meet the attendance requirement may be withdrawn from the college course(s) and placed in a general education class.

### **Official Attendance-Taking Time**

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day 15 minutes into the second block of the day.

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

### **Documentation after an Absence**

When a student is absent from school, the student upon arrival or return to school must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is an emancipated minor under state law. If the student returns the same day, a note from a health care provider must be presented within three days for the absence to be considered a medical excuse. For all other excused absences, a parent note must be submitted to the attendance office within three days of the student's absence. After three days, the absence will be documented as unexcused.

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

### **Doctor's Note after an Absence for Illness**

Upon return to school, a student who has accrued more than five (5) consecutive absences because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

## **Driver License Attendance Verification (VOE)**

For a student between the ages of 15 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. Students must meet the 90% attendance requirement to receive a VOE. A verification of enrollment (VOE) form request may be obtained at [www.marionisd.net](http://www.marionisd.net). The student will need to submit this form to DPS upon application for a driver license. All requests for a VOE form must be submitted twenty-four hours in advance.

## **ACADEMIC DISHONESTY**

### *Board Policy: EIA Local*

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or test and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from the students.

Students who engage in academic dishonesty will receive a grade of zero for the assignment, project or assessment and parents will be contacted. A student who chooses to engage in academic dishonesty for a second offense will receive a grade of zero and a mandatory parent meeting will be scheduled to determine if further consequences are warranted.

Students enrolled in advanced level courses may be subjected to additional grade penalties, which may include removal from the advanced courses and placed in regular classes.

## **ACADEMIC PROGRAMS**

The District provides special programs for students in the areas of Gifted and Talented, English Learners, Dyslexia, and Special Education. The District also provides information regarding preparation for higher education and career choices. A student or parent with questions about these programs should contact the school counselor/social worker or administrative coordinator of each program for answers to questions about eligibility requirements and programs and services offered in the District or by other organizations.

## ADDRESS, TELEPHONE, OR EMPLOYMENT CHANGES

It is extremely important that all school records be kept current and correct. Any changes of address, telephone number, or employment should be reported promptly in writing to the school office.

## BELL SCHEDULE

<b>1<sup>st</sup>/5<sup>th</sup></b>	8:30-10:00
<b>FLEX</b>	10:05-10:55
<b>2<sup>nd</sup>/6<sup>th</sup> w/ Lunch</b>	11:00-1:04
Middle School A Lunch: 10:55 - 11:25	
Middle School B Lunch: 11:28 - 11:58	
High School A Lunch: 12:02 - 12:32	
High School B Lunch: 12:34 - 1:04	
<b>3<sup>rd</sup>/7<sup>th</sup></b>	1:08-2:33
<b>4<sup>th</sup>/8<sup>th</sup></b>	2:37-4:00

## BULLYING

The district believes that all students learn best in an environment free from harassment/bullying and that their welfare is best served when they can work free from discrimination. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, religion, color, national origin, gender, sex or disability. (See policy FFH)

Bullying occurs when a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, including electronic communication, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal or another district employee as soon as possible. The district also has an anonymous tip line that

can be accessed on the website at [www.marionisd.net](http://www.marionisd.net). The administrator will investigate any allegations of bullying or other related misconduct.

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

The Principal or principal's designee will take appropriate actions. Disciplinary or other actions may be taken even if the conduct did not rise to the level of bullying. The district will notify parents of alleged victims within three business days of the school receiving a report of alleged bullying. The district will also contact the parent of the alleged bully within reasonable time after receiving a report of alleged bullying.

Schools may expel or place a student in DAEP who engage in bullying that encourages suicide, incites violence through group bullying or if a student releases or threatens to release intimate visual material of a minor or an adult student without the adult student's consent.

The principal or principal's designee may report to law enforcement if the principal/designee has reason to believe that a student has engaged in bullying that rises to the level of assault/harassment.

Parents or students may obtain injunctive relief to stop and/or prevent cyberbullying of a minor.

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

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website. [www.marionisd.net](http://www.marionisd.net)

### **\*P3 CAMPUS**

Marion ISD is committed to partnering with our students, parents, and community to provide a safe and healthy environment for all students and staff. Recognizing that communication is a key element in this effort, Marion ISD has activated a tip line which can be accessed via our district and campus websites. To access the tip line on the district website, go to [www.marionisd.net](http://www.marionisd.net) and look for QUICKLINKS on the left side. Click on "P3" and it will connect you to the system. The system can also be accessed under QUICKLINKS on each individual campus website. We will continue to welcome students, parents, and community members to share concerns directly with personnel via phone call, email, and in person.

### **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

The Career and Technical Education (CTE) Program provides career and technical courses that give student students the opportunity to acquire skills and competencies for their future roles as consumers and/or wage earners. The curriculum is designed to help students acquire employable skills for a transition from school to work and is open to any student. As students plan for their futures, they should consider which cluster or program of study they wish to explore while in high school. As part of the requirements of the Career and Technology Program, prior to 9<sup>th</sup> grade, students will be advised to select a program of study in the form of a Career Pathway, once in high school, students are advised of the available coherent sequence of courses in their chosen career pathway, and at this time students can amend their selection of career area. A coherent sequence must include 4 courses from the same career cluster.

All career and technical education programs follow the district's policies of non-discrimination based on race, color, religion, national origin, sex, age, disability or socioeconomic status in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.]

For general information about the CTE Program, contact Mr. Dwayne Reiley, Career and Technical Education Coordinator, 211 W. Otto Street, Marion, Texas 78124, 830-914-2803, ext. 1400, Ms. Robyn O'Bryan, High School Counselor, 506 Bulldog Lane, Marion, Texas 78124, 830-914-2803, ext. 1440, Ms. Susan Thetford, School Support Director, 211 W. Otto Street, Marion, Texas 78124, 830-914-2803 ext. 1112, or Mr. Daniel Terrazas, Director of Special Programs, 211 W. Otto Street, Marion, Texas 78124, 830-914-2803, ext. 1110.

## **CELEBRATIONS**

Also see **Food Allergies**.

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the school counselor's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

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

<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>.

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- [http://www.keepkidshealthy.com/welcome/commonproblems/child\\_abuse.html](http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html)
- <http://www.taasa.org/member/materials2.php>
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS 1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

## **CLASS RANK / HIGHEST RANKING STUDENT**

### **Class Ranking Procedure**

Certain courses will be given additional rank point adjustments. These points will be added to each final semester grade and will impact the students ranking. The actual grade earned will appear on the students' transcript and reflected in the students ranking.

*Note: Any course taken in summer school or credit recovery will not be included in GPA and class ranking calculations.*

To be eligible for valedictorian and salutatorian, a student must attend the district high school for four complete semesters immediately preceding graduation.

Students who complete credit requirements for graduation in less than 8 semesters are considered early graduates. Early graduates are not eligible for valedictorian or salutatorian designation regardless of GPA and/or rank. Top ten percentage ranking designation is also voided for early graduates. Furthermore, all students desiring an early graduation must have principal approval.

For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas (students and parents are encouraged to contact universities and colleges of their choice as not all subscribe to this standard) if the student:

Completes the Distinguished Level of Achievement under Foundation High School Program

- Or Satisfies the ACT College Readiness Benchmarks
- Or the ACT Assessment
- Or earns at least a 1500 out of 2400 on the SAT.

Students and parents should contact the counselor or principal for further information about the application process and deadlines. [Policy EIC.]

[For further information, see policy EIC.]

Quality points are earned by students who earn credit in the classes listed below.



Local designated advanced/honored courses are:

**Advanced +10**

AP Biology  
AP Art  
AP Calculus  
DC Advanced Animal Science  
DC English III  
DC English IV  
DC Floral Design  
DC US History  
DC Government/Economics  
Alamo Academic Courses taken at CTTC

**Honors +5**

Honors Biology  
Honors English I  
Honors English II  
Honors Geometry  
Honors Algebra II  
Honors Pre-Calculus  
Honors Chemistry

## **CLASS SCHEDULES**

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule (Senior Release will only be 2 class periods). Seniors requesting early release must meet the following requirements:

- STAAR EOC Exams Passed
- Graduation Requirements Fulfilled or On Track for Fulfillment
- Students are TSI Compliant
- Meets Attendance Requirements
- Credit Recovery Completed
- Pathway is not Impeded

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

## **COLLEGE AND UNIVERSITY ADMISSIONS**

Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the Foundation Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2015 term, the University will be admitting the top seven percent of the high school’s graduating class

who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See also **Class Rank/Highest Ranking Student** on page 23 for information specifically related to how the district calculates a student's rank in class and **Graduation Requirements** for information associated with the foundation graduation program].

## **COLLEGE CREDIT COURSES**

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

- Certain courses taught at the high school campus, which may include courses termed Dual Credit, Advanced Placement (AP), Articulated Courses, CTE, or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges, which may be offered on or off campus;
- Certain CTE courses.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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

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

## **COMMUNICATION BETWEEN HOME AND SCHOOL**

Good communication between home and school regarding a child's education is more than a plus; it is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, parent portal, and student work for parents to review and sign. It continues into interaction with phone calls and messages from teachers, school open houses, back to school nights, and the district automatic messenger service system.

Communication might also include requests for conferences, initiated by the school or parent, to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or administration should call the middle school

office at 830-914-2803, ext. 1300 or the high school office at 830-914-2803, ext. 1400 for an appointment. Twenty-four-hour notice prior to a conference is preferred when parents request a parent-teacher conference.

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at [www.marionisd.net](http://www.marionisd.net).

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## **CONDUCT**

### **Applicability of School Rules**

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

### **Disruptions of School Operations**

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

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

a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

### **General Standards of Conduct**

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: 1) exercise self-control, self-respect, and self-discipline, 2) demonstrate a positive attitude, 3) respect the rights and feelings of other, 4) respect school property and property of others, 5) support the learning process, 6) adhere to rules, and 7) promote a safe environment. Because of significant variations on student conduct, it is not always possible for the Student Code to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the Student Code of Conduct.

### **Discipline Management Techniques**

Discipline is designed to correct student behavior and encourage students to comply with school rules. The District may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the Student Code of Conduct or campus or classroom rules:

- Verbal Correction
- Seating changes
- Parent Conferences
- Removal from the classroom
- Sending the student to the office or other area
- Transfer to a different classroom or campus
- Assignment to an alternate setting
- Behavior modification contracts or improvement plans
- Assignment to school-related tasks, services or duties
- Confiscation of items
- School probation
- Restitution or restoration
- Calming-down time
- Demerits or rewards
- Positive behavior interventions
- Mediation
- Peer monitoring
- Training in conflict management, social skills, managing emotions, and impulse control

- Loss of restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.
- Revocation of transportation privileges
- Counseling
- Detention
- Grade penalties as permitted by policy
- Consequences identified in co-curricular or extra-curricular codes of conduct, constitutions, or by-laws
- In-School Suspension
- Out-of-School Suspension
- Disciplinary Alternative Education Program (DAEP)
- Expulsion
- Other methods and consequences as stated in the Student Code of Conduct

### **District Alternative Education Program (DAEP)**

Students who have exhibited serious or persistent misbehavior as outlined in the Student Code of Conduct and assigned to a District Alternative Education Program (DAEP) placement will be withdrawn from their respective campus and assigned to the DAEP campus which is located at Nixon-Smiley CISD.

### **Social Events**

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

Any student leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

### **Sportsmanship**

Good sportsmanship is expected from all spectators at all Marion ISD competitions. The University Interscholastic League states that a positive educational environment is critical to the success of middle and high school activities. An important part of the environment is planning for good sportsmanship. Without good sportsmanship in activities, the lessons learned lose their value. Involvement in poor sportsmanship activities, such as disrespectful or derogatory yells and chants, displays of temper with an official call, or yells that antagonize opponents will not be tolerated. Attendance to sporting and other competitive events is a privilege and poor sportsmanship will jeopardize that privilege. Unsportsmanlike conduct can result in dismissal and/or removal from games. Please refer to the Athletic Handbook.

## **CONTAGIOUS DISEASES / CONDITIONS**

[See **Student Illness** under **Health-Related Matters**.]

## **COUNSELING**

### **Academic Counseling**

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

The counseling team can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The counseling team can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

### **Personal Counseling**

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

### **Communities In Schools (CIS)**

CIS is a local, non-profit organization which is part of a nation-wide "stay-in-school" network. On campus, CIS works closely with families, teachers, principals, and other school staff to help students be successful in school. Our goal is to help children learn, stay in school, and make positive life choices. CIS "Site Coordinators" are housed on school campuses to help create a support system for students. We successfully build support systems with the aid of parents, school staff, local businesses, civic organizations, government, social service providers, and volunteer groups.

CIS Contact Information:

Marion MS: Pam Granado: [pgranado@marionisd.net](mailto:pgranado@marionisd.net); 830.914.2803 ext. 1345

Marion HS: Blanca Avila: [bavila@marionisd.net](mailto:bavila@marionisd.net); 830.914.2803 ext. 1445

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness**.]

### **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies EHBA (LEGAL), FFE (LEGAL), and FFG (EXHIBIT).]

## **COURSE CREDIT**

A student in grades 9–12 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 or participate in a credit recovery course (this will result in a loss of an elective class).

### **CREDIT BY EXAM—If a Student Has Taken the Course**

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an 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.

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

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

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 2019-20 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. In this case, 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.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

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.]

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

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

### **Dating Violence**

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

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

### **Discrimination**

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

### **Harassment**

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



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

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

### **Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature, sexual advances, jokes or conversations of a sexual nature, and other sexually motivated conduct, communications, or contact.

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

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

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

### **Retaliation**

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

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

### **Reporting Procedures**

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

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

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

### **Investigation of Report**

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

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

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

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

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

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

### **DISCRIMINATION**

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

### **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

#### **School Materials**

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

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

[See **Directory Information for School-Sponsored Purposes.**]

### **Non-School Materials...from students**

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

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

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

### **Non-School Materials...from others**

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

The principal has designated the main office as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

## **DRESS AND GROOMING**

The district believes that school performance and future success are enhanced by appropriate dress and good grooming. Parents are strongly encouraged to work closely with the school to enforce moderate hairstyles and high standards of dress for their students. Parents will be serving the welfare of our students and helping us as educators by emphasizing standards of neatness, cleanliness, safety, and decency in dress and grooming. The Dress Code is in effect for

students while attending school functions or school sponsored activities on or off school property.

While it is inevitable that there will be differences of opinion as to the appropriateness of dress, and/or determining whether or not a student's attire is disruptive or distracting to the educational environment of the school, the final determination will be made by the campus principal, according to policy. Students who choose to violate the dress and grooming code will be sent to an administrator for clarification and/or disciplinary action. Parents will be contacted and requested to bring a change of clothes so that the student will be in compliance with the dress code. If the student refuses to make the appropriate corrections to put the student in compliance with the dress code the student will be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated violations of the dress code will be considered as insubordination and further disciplinary consequences will be incurred by the student.

Because fads in dress and grooming are subject to sudden, and sometimes radical change, campus administrators reserve the right to rule on dress and grooming matters which involve decency, cleanliness, safety, bizarre, disruptive, or extreme modes of dress for school. Any exceptions will require approval and will be for a specific purpose or reason. This applies to school activities during or after instructional time, either on or off campus.

The principal, in cooperation with club sponsors, coaches, or other persons in charge of school organizations, may regulate the dress and grooming of students who participate in extracurricular activities.

The following information will be included in distributions/communications to parents of all athletes, cheerleaders, dance team, etc.

Unless designated by the coach or sponsor, athletic uniforms will only be worn after school hours to participate in school sponsored functions and perform during pep rallies and spirit activities. Uniforms that meet dress code are allowable during the school day.

If in fact uniforms are ordered and purchased prior to the start of a particular season, the necessary steps will be taken to ensure that alterations can be made so as to conform to the currently established dress code.

It is the responsibility of the organization/team sponsor in conjunction with administration to ensure that appropriate dress and grooming will promote the integrity of our students and demand the respect deserved by MISD.

To aid students and their parents in making decisions about appropriate dress and grooming for school, the following guidelines are established:

**CLOTHING:**

- Must be neat, clean, conservative, and modest in appearance; free of holes, rips, frayed edges and tears that display skin. Holes in jeans/pants/shorts or any clothing are allowed must be covered with opaque leggings.
- Sagging and large, oversized clothing will not be permitted. Shoes must be visible while standing and pants/shorts are to fit at the waist.

- Tank tops, crop tops, muscle shirts, halter tops, spaghetti straps, exposed backs or midriffs are not permitted. Shirts/blouses must extend below the waistband. No cleavage is to be exposed.
- Items of clothing considered to be undergarments may not be worn as outer garments.
- Sheer tops may be worn if a school appropriate shirt is worn underneath.
- Appropriate undergarments must be worn by male & female students.
- Shorts, skorts, dresses and skirts must be neatly hemmed and conservative and modest in appearance and must be no shorter than mid-thigh.
- Leggings, jeggings, work-out tights, yoga pants or other related type attire may only be worn if the shirt is of reasonable length.
- Signs, slogans, pictures, patches, medallions, or insignia that are vulgar, obscene, advertise/promote: alcohol, drugs, tobacco, blood & gore, suicide, death, cult worship, or sex may not be worn on personal clothing or displayed on backpacks. This includes suggestive or implied wording and pictures. Gang related clothing is not permitted.
- Pajamas, pajama pants, lounge pants, or scrubs (exception: CNA Students).
- Mask must be school appropriate.

#### **HAIR/HEADGEAR**

- Hats, caps, hoods, beanies, bandanas, and other headwear are not to be worn inside campus buildings during instructional time.
- Sunglasses are prohibited in the building.
- Hair must be neat, well groomed, and of a natural color. Hairstyles that are a distraction including, but not limited to Mohawks or shaved designs are prohibited.
- Facial hair must be kept neat and clean.

#### **FOOTWEAR**

- Students must wear shoes. House shoes, steel toed shoes, and cleats of any kind are prohibited.

#### **ACCESSORIES**

- Jewelry/Piercings must not distract from or interfere with the learning environment or present a safety or health hazard.
- Ears may be pierced with the exception of piercing spacers to include spikes and industrial barbells.
- Lip, eyebrow, and dermal implant piercings are prohibited.
- Stud nose piercings are allowed; however, nose rings are prohibited due to safety concerns. Nose piercings of any type are not allowed at the middle school level.
- Sharp accessories, including spiked belts, bracelets, earrings and necklaces are prohibited.
- Visible tattoos, permanent or temporary, are prohibited. Potentially visible tattoos must be covered every day.
- Body glitter and/or paint are prohibited.

- Only one earbud, Air Pod, headphone, Beat headphones may be worn during the passing period. (High School Only)

**Any article of clothing deemed inappropriate by the campus administration is prohibited.**

Medical conditions may qualify for an exception from certain dress and grooming policies. However, any exceptions must receive prior approval by the campus administration and be supported by documentation from a physician.

It is recommended that parents mark all items of clothing with the student's name for identification. Each year a number of articles of clothing, including expensive jackets, are turned in to the office and never claimed.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

### **Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones**

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during instruction, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, headsets or other portable computers.

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

If a student uses a telecommunications device without authorization during instructional time, the device will be confiscated, turned into the front office, documented and then can be picked up in the front office at the end of the school day only. After a second offense, the parent will be notified and will need to pick up the confiscated telecommunications device from the front office. After a third offense and every subsequent offense, the parent will pick up the confiscated telecommunications device from the office and pay a \$15-dollar fee.

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

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

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

### **Possession and Use of Other Personal Electronic Devices**

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

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

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

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

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

### **Acceptable Use of District Technology Resources**

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

### **Unacceptable and Inappropriate Use of Technology Resources**

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

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

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

### **END-OF-COURSE (EOC) ASSESSMENTS**

See **Graduation** and **Standardized Testing**.

## EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation**.]

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 20 absences related to extracurricular participation. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions. Approved extracurricular absences exceeding 20 will be deemed excused absences and will count for the 90% attendance regulations.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.



## **National Honor Society**

Section 1. To be eligible for membership, the candidate must be a member of the junior or senior class. Candidates must have attended the school the equivalent of one semester.

Section 2. Effective in the 2020-21 school year, candidates will be evaluated in four areas for admission into the Marion High School National Honor Society. Those areas include scholarship, service, character and leadership.

A. Scholarship: Candidates must have a cumulative scholastic average of at least 93 percent at the beginning of the school year prior to the application process.

B. Service: Community Service Hour Requirements

1. Can be inside or outside of school functions/clubs
2. Must be typed and include the signature and contact information for the supervisor of the activity.
3. Family signatures are not permitted.
4. Service cannot involve payment.
5. 10 hours or more of documented community service – These hours must have occurred during high school years prior to eligibility.

C. Level Three – Character

1. No ISS or DAEP placements for the past calendar year as of application deadline. Students with an ISS placement in the last calendar year will be subject to a committee decision.
2. At least 4 out of 8 teachers recommend student based on character criteria as defined by the National Charter of NHS.
3. If a teacher gives a “No” recommendation, the teacher must explain in detail which character criteria the student needs to improve, and what specific behaviors the teacher has observed that justified the “no” recommendation.
4. Only students’ teachers from previous high school years will evaluate them.

D. Leadership: Students will type a one-page response about why they believe they should be chosen as a member of the Marion High School National Honor Society.

1. Leadership criteria and writing prompt will be given to students beforehand.
2. Formatting instructions –
  - 12-point font
  - Times New Roman or Arial
  - 1” margins

Section 3. The selection of each member to the chapter shall be by a majority vote of the Faculty Council.

## **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.

The opportunity to participate in extracurricular activities is a privilege extended to the students of Marion ISD. Participation in extracurricular activities places a student in a position of recognition and often bestows the position of role model upon the student participants. Any student who elects to accept the privilege of participating in extracurricular activities must recognize that he/she is a representative of the school and District, and will be held to a higher standard of conduct than that applied to other students. This applies to both school-related and non-school related activities. The student is subject to state law, school district policies, school rules and regulations, the organization’s requirements, and University Interscholastic League (UIL) rules (if applicable). Students participating in extracurricular activities who do not meet these standards of appropriate behaviors may be denied participation in the activity.

A student may be removed from participation in extracurricular activities or may be excluded from school honors programs for violation of organizational standards of conduct of an extracurricular activity or for violation of the Student Code of Conduct [Policy FNC Local]. The student is subject to being placed on probation, being suspended, and/or being removed, depending on the specific circumstances of the violation of the Student Code of Conduct if:

The sponsor or coach of the extracurricular organization determines that the student’s conduct has a negative effect on the morale or discipline of other participants in the activity; and/or

The sponsor or coach of the extracurricular organization determines that the student’s conduct has an incidental, but real, adverse impact on the reputation of the student’s organization, school, or the school district.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups.**]

## **Officers and Elections**

Certain clubs, organizations, performing groups and grade levels will hold elections for student officers. Students wishing to run for office for any club or organization must complete an “Officer Application” form within the timeline specified by the sponsor. Candidates must have passing grades, a good attendance record, and meet standards for acceptable behavior. This form may be obtained from the appropriate organization sponsor or administrative designee. In order for students to remain as elected officers and members, they must continue to remain a student in good standing. Failing to maintain this status can result in removal from the club or organization.

## **Special Recognition**

Nominees for special recognition such as Class Officers, Homecoming Court, Student of the Month, and Class Superlatives, etc., must have passing grades, a good attendance record, and meet standards for acceptable behavior.

## **FEES**

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

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

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 principal. [For further information, see policy FP.]

## **FOOD AND DRINKS**

For safety reasons, Marion High School and Marion Middle School are closed campuses and no students are allowed to leave during the lunch period without a parent physically signing his or her student out of school.

To minimize possible outside exposure and to allow for adequate physical distancing for students during meal times, we are discouraging all outside items, including lunches, from being dropped off at school throughout the day. Students need to come to school prepared for the day in its entirety when they arrive on campus in the morning.

## **FUNDRAISING**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the principal at least seven (7) days before the event. [For further information, see policies at FJ and GE.]

## **GANG-FREE ZONES**

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

## **GENDER-BASED HARASSMENT**

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

## **GRADE LEVEL CLASSIFICATION**

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

Credits Earned Classification

6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

## **GRADING POLICY**

### **District Grading Philosophy**

Grading serves as a process to collect data and communicate a student's level of mastery of the student learning expectations in each course. The Texas Essential Knowledge and Skills (TEKS) outline the student learning expectations for each course. As a district, we have developed curriculum documents that outline the scope and pacing of these student learning expectations across the four grading quarters. Each grading quarter targets specific student learning expectations, and the graded activities aim to communicate each student's level of mastery of the student learning expectations.

In order for students to maximize their effort to gain mastery, teachers will design varied learning experiences that engage students with rigorous and relevant activities that align to the student learning expectations and promote student agency<sup>1</sup>.

### **TEA Strong Start Guidance for 2020-2021**

The school district's grading policies for remote learning must be consistent with the school district's grading policies for on-campus learning.

Students participating in remote learning during the 2020-2021 school year will be required to check in daily by 9:00 am to earn daily attendance. Students have one attendance check for in person attendance, so they complete one daily check in task. Failure to check-in on a given school day or for a given period equates an absence for that school day or class period. The daily check in task is a non-graded activity; however, it is essential to earn attendance for the school day.

The remaining portion of this guidance will outline the grading policy for the 2020-2021 school year. Adjustments have been made to accommodate and align the in person and remote learning settings, so students receive clear communication about their progress toward mastery of the student learning expectations for each course.

### **Board Policy**

#### ***EIA (Legal) Grading Policy***

*Education Code 28.0216*

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy: Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;

May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and

May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

#### ***EIA (Local) Guidelines for Grading***

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient

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<sup>1</sup> A focus on student agency is a focus on building critical thinking skills, growing student ownership of learning, and giving students choice and voice in the learning process.

number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

### **Calculation of Semester Average**

All courses will calculate and report a semester average based on the average of the two nine weeks grading periods per semester. Calculated averages reported on progress reports and report cards may not exceed 100%.

### **Calculation of Year-long Average**

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together to determine the student's final grade for the course. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

### **Grade Categories and Weight**

#### **Major Grades = 50%**

*Assessment activities that evaluate the student's mastery of student learning expectations from the Texas Essential Knowledge and Skills.*

#### **Minor Grades = 30%**

*Instructional activities that evaluate the student's progress toward mastery of student learning expectations from the Texas Essential Knowledge and Skills.*

#### **Daily Grades = 20%**

*Routine and/or ongoing learning activities that support the student's progress toward mastery of student learning expectations from the Texas Essential Knowledge and Skills.*

### **Non-Graded Activities**

Students will have a variety of assessment, instructional, routine, and ongoing activities that will not receive a grade. These activities support the process of learning but may not provide a quality evaluation of student progress or mastery of the student learning expectations.

### **Grade Determination**

Teachers have the flexibility to determine which graded items fit into each category, ensuring adherence to the parameters outlined in the categories and weight section.

### **Grade Distribution**

For each grading period, a student should have a minimum of 3 major grades, 10 minor grades, and 2 daily grades in order to provide a balanced evaluation of student progress and mastery. To support students appropriately, a student should receive a major grade at least every three weeks and a minor and/or daily grade every week. To reach the minimum quantity of grades, some weeks will have more major, minor, and/or daily grades than required for the week.

### **Weight of Single Grade**

No single graded assignment (major, minor, or daily) should count for more than 20% of a student's quarterly grade average. This expectation applies when teachers wish to count an assignment in the gradebook more than once or break a single assignment into individual graded components. Both scenarios elevate the impact a single assignment has on a student's average for the grading period.

### **Quantity of Grades**

For each grading period, a student should have a minimum of 15 grades as outlined in the grade distribution section. However, a student should not exceed 25 grades in total. Teachers have the flexibility of assigning up to 10 additional grades across the three categories. This expectation aims to support a focus on learning and building student agency.

### **Posting Grades**

Graded activities need to be evaluated and posted within five school days, ensuring adherence to the grade categories, weight, distribution, and quantity expectations. Student grade checks will occur each Monday to determine eligibility and needed supports.

Note: Assignments and assessments due within the last three days of a grading period will be calculated in the following grading period to ensure students have a reteach/redo/retest opportunity.

### **Communication**

Teachers shall make reasonable efforts to personally contact by phone or email parents/guardians of students who have missing assignments or are in jeopardy of failing. Communication needs to be made in a timely manner in respect to the assignment due date and/or grade posting. Teachers need to maintain a contact log of their communication with parents/guardians through the course of each school year. Each campus will have a defined communication documentation system, so this information can be shared easily between staff and administration.

### **Homework**

Homework is a means of reinforcing the necessary skills of independent study and learning outside the classroom without immediate teacher supervision. Homework includes all assignments that the teacher expects the students to complete outside of class and should be designed to help students master the content. Homework, a form of formative assessment, may be taken as a minor grade. When a student demonstrates mastery of the student learning expectations on major assignments, homework alone should not be the cause of a failing grade.

### **Reteach/Redo/Retest Opportunity: Grades 9-12**

In grades 9-12, a student will be allowed a reasonable opportunity to make-up or redo a failed assessment. Each failed assessment shall have a minimum of one reteach/redo/retest opportunity. Additional support to ensure mastery is at the teacher's discretion. The teacher has discretion to develop a new assessment or give the original assessment to re-assess the student learning expectations not mastered. This reteach/redo/retest must take place within 5 school days of the posted grade. After the fifth school day, the reteach/redo/retest opportunity will be closed.

If the majority of the class fails to demonstrate mastery of the student learning expectations on a major assessment, the teacher will provide an opportunity for whole class re-teaching and re-testing during class time for the specific student learning expectations not mastered. The higher of the two grades will be recorded.

When a small group of students in a class fail to demonstrate mastery of the student learning expectations on a major assessment, the teacher will provide re-teaching and re-testing for these students during or outside of class time.

The grade on the re-assessment will be recorded as no higher than 80% [For example: 100%=80, 90%=72, 80%=64, 70%=56]. If mastery is not demonstrated, the higher grade will be recorded.

### **Reteach/Redo/Retest Opportunity: Grades 2-8**

In grades 2-8, a student will be allowed a reasonable opportunity to make-up or redo ANY graded assignment or assessment, not just failed assignments. Each assignment or assessment shall have a minimum of one reteach/redo/retest opportunity. Additional support to ensure mastery is at the teacher's discretion. The teacher has discretion to develop a new assignment or give the original assignment to re-assess the student learning expectations not mastered. This reteach/redo/retest must take place within 5 school days of the posted grade. After the fifth school day, the reteach/redo/retest opportunity will be closed.

The grade on the re-do assignment will be recorded as no higher than 90% [For example: 100%=90, 90%=81, 80%=72, 70%=63]. If mastery is not demonstrated, the higher grade will be recorded.

If the majority of the class fails to demonstrate mastery of the student learning expectations on a major assignment, the teacher will provide an opportunity for whole class re-teaching and re-testing during class time for the specific student learning expectations not mastered. The higher of the two grades will be recorded.

When a small group of students in a class fail to demonstrate mastery of the student learning expectations on a major assignment, the teacher will provide re-teaching and re-testing for these students during or outside of class time. The grade on the re-assessment will be recorded as no higher than 90% of re-test grade. [For example: 100%=90, 90%=81, 80%=72, 70%=63]. If mastery is not demonstrated, the higher grade will be recorded.

### **Makeup Work**

When a student returns to school, the teacher needs to conference with the student to determine a makeup work plan. Students have a minimum of one day for each absence to complete the missed work. For example, if a student misses 5 days of school, the student has 5 days to complete the missed work. Teachers have discretion to give students additional days, so they can provide additional support. Teachers need to establish due dates within the scope of this makeup work guidance. Students who do not meet the established due dates in the makeup work plan may receive a zero on the missed assignments.



Assignments assigned far in advance (e.g, projects) are due within one day of the student’s return. This one-day delay provides an opportunity for additional questions and guidance that the student may have missed in his/her absence.

For extenuating circumstances, principals may determine a student needs extended time to complete missed assignments.

## **Due Dates and Late Work**

### **Due Dates**

Due dates need to be established for each graded assignment and assessment within the grade book and Google Classroom. To help with communication, assignments and due dates can be entered in the gradebook system and Google Classroom.

Teachers have discretion on due dates for all assignments (major, minor, and daily). Assignments submitted after the established due date will be considered late.

Assessments given during remote learning may need to be assigned at independent times to ensure students are prepared for the assessment, and the assessments may need to be limited to a reasonable time limit and/or time frame to ensure mastery can be measured appropriately. Campuses may have additional guidance to support assessments given during remote learning.

### **Late Work**

Assignments will be considered late when submitted after the designated due date. The following guidance needs to be utilized to determine points lost. Teachers have discretion to reduce the quantity of the point deduction; however, the point deduction cannot exceed the maximum for each day late.

In regard to the reteach/redo/retest policy, students may ask for a reteach/redo/retest opportunity after they receive their grade; however, the late points will be applied to the reteach/redo/retest grade.

The table below represents the maximum penalty that may be imposed for turning in late work:

1 Day Late	10 point deduction
2 Days Late	20 point deduction
3 Days Late	30 point deduction
4 or more Days	No credit given - Grade of 0
Zeros	

Students have been afforded a number of opportunities to complete major, minor, and daily assignments with passing grades, 70 or higher. The opportunity to recover a grade of zero is not guaranteed; however, a teacher has discretion to grant the opportunity. If granted, a replacement grade for the zero cannot exceed a 70. Please note these opportunities are not guaranteed and will be considered on an individual basis.

### **Incomplete Grades**

For extenuating circumstances only, teachers may issue a student an “Incomplete” for a nine week or semester grade. Incomplete grades must be made up within seven days from the end of

the grading period/semester. After seven days, if the assignment(s) have not been completed, a grade of “0” shall be issued for each assignment missing and an average shall be calculated.

### **Tutorials**

Tutorials are available to provide students in need of assistance with one-on-one instruction. All students are welcomed and encouraged to attend tutorial sessions. Days and time of scheduled tutorials will be designated on the teacher’s course syllabus.

Attendance outside of the school day may be required for those students having academic difficulty. Teachers will be available to students during scheduled tutorial times.

### **Academic Dishonesty**

*Board Policy: EIA Local*

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. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

### **Course Syllabus**

All teachers are required to prepare and distribute a course syllabus for students during the first week of the course. The syllabus is designed to give students and parents/guardians an overview of the course. Each teacher may develop his/her own format of a course syllabus. Where applicable, the policies and procedures must be in compliance with the MISD Grading Policy. The following items must be included on the syllabus:

- Teacher name and contact information
- Google Classroom access code and directions
- Outline of major course units, themes, or projects
- Conference period
- Tutorials
- Grade Categories, Weight, and Distribution
- Posting Grades/Communication
- Homework
- Reteach/redo/retest opportunities
- Due Dates/Late Work
- Make-up Work
- Grade of Zero
- Academic Dishonesty
- Classroom Rules and Expectations

## **GRADUATION**

### **Requirements for a Diploma**

Any student currently enrolled in high school is required to graduate under the Foundation Graduation Program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain End-of-Course (EOC) Assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.
- Seniors who fail to meet passing standards in a given course or courses, may not be allowed to participate in senior activities, to include senior trip, prom, Honors Night and graduation commencements. Course make-up opportunities may be offered during the summer months after the academic year.

### **Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

### **Foundation Graduation Program**

Every student in a Texas public school graduate under Foundation High School Program (FHSP). Within the foundation graduation program are endorsements, which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 49. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of credits Foundation Graduation Program</b>	<b>Number of credits Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	4 one local requirement
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	7	6
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
<b>TOTAL</b>	<b>24 credits</b>	<b>26 credits</b>

\* To obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

\*\* 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.

\*\*\* Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

### **Personal Graduation Plans for Students Under the Foundation Graduation Program**

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

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

### **Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about other alternatives.

### **Students with Disabilities**

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

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

[See policy FMH(LEGAL).]

In accordance with HB 165 a Special Education student who is receiving modified curriculum in a core class can earn an endorsement, as long as the ARD committee determines that the curriculum, as modified, is sufficiently rigorous, and determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

In accordance with HB 149 and SB 463 a student who receives special education services can earn an endorsement if they do not pass all five of the EOC exams. The decision for a student to earn an endorsement while only passing three out of the five EOC exams, is made by the students ARD committee. No project or portfolio is required unless the ARD committee feels a project or portfolio is needed.

### **Graduation Activities**

Graduation activities will include: Commencement Ceremonies, Robing Ceremony, Senior Trips, and Senior Honors Night.

Only students who have fulfilled all graduation requirements will be allowed to participate in graduation activities.

Participation in graduation activities (Commencement, senior trip and Honors Night) is a privilege, not a right. Seniors who violate the student code of conduct or cause disruptions during the final weeks of school may jeopardize their participation in graduation activities.

### **Graduation Regalia**

Seniors participating in the graduation ceremony will be required to wear designated regalia selected by the school. Seniors will only be allowed to wear school sponsored chords, medallions and stoles.

### **Graduation Speakers**

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

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

[See FNA (LOCAL) and the Student Code of Conduct.]

### **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 pictures—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 **Student Fees**.]

## **Scholarships and Grants**

- Students who have a financial need according to federal criteria and who complete the Foundation Graduation Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

## **HARASSMENT**

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

## **HAZING**

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

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

[Also see **Bullying** and policies FFI and FNCC.]

## **HEALTH-RELATED MATTERS**

### **Student Illness**

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

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

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

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

## Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.\* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.



- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

\* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

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

### **Food Allergies**

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

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

Given the concerns about allergies and other restrictions on some student's diets, parents may not bring food or beverages (pizza, burgers, etc.) for other students to eat during the lunch period. Furthermore, to minimize possible outside exposure and to allow for adequate physical distancing for students during meal times, we are discouraging all outside items, including lunches, from being dropped off at school throughout the day. Students need to come to school prepared for the day in its entirety when they arrive on campus in the morning.

Also see policy FFAF and **Celebrations**.

### **Head Lice**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children

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

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

### **Physical Activity for Students in Elementary and Middle School**

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

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

### **School Health Advisory Council (SHAC)**

During the preceding school year, the district's School Health Advisory Council held several meetings. Additional information regarding the district's School Health Advisory Council is available from the District Nurse. [See also policies at BDF and EHAA.]

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

[See **Removing a Student from Human Sexuality Instruction** for additional information.]

### **Other Health-Related Matters:**

#### **Physical Fitness Assessment**

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

#### **Vending Machines**

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. Vending machines are not accessible during class. They will only be available before school, at lunch, and after school. For more information regarding these policies and guidelines, see the campus principal. [See policies at CO and FFA.]

## **Tobacco Prohibited**

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

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

## **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the central office at 914-2803 ext. 1100.

## **Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area contact the central office at 914-2803 ext. 1100.

## **HOMELESS STUDENTS**

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Susan Thetford, at (830) 914-2803 ext. 1112.

## **HOMEWORK**

Objectives of homework:

- To improve skills in a subject area.
- To reinforce knowledge and skills.
- To increase knowledge learned in the classroom.
- To prepare for classroom instruction.
- To develop the skills of research.
- To enrich school experiences.
- To help the student organize and condense information needed to master a test on the subject matter.
- To involve parents in the learning process of their children.

Parents can be a positive member of the home/school team by:

- Helping their children set a regular study time each day, free of other responsibilities, and keeping with that commitment.
- Providing a place to work and study that is quiet, properly lighted and equipped with necessary basic materials.
- Limiting television viewing and avoiding television or radio listening during study time.
- Showing interest in their children's independent study work by encouraging them to do their best.
- Encouraging their children to complete assignments independently.
- Discussing and reviewing independent study assignments with their children in order to become aware of what they are studying.
- Providing feedback to the teacher, counselor, or building administrator regarding concerns.

Teachers can be a positive member of the home/school team by:

- Only assigning independent study to reinforce knowledge and skills mastered in the classroom.
- Grade level teams working together to develop a schedule of independent study that does not excessively overlap from subject to subject.
- Grade level teams effectively communicating to parents independent study schedules.
- Developing an independent study schedule that reflects the value and importance of family time to a high school aged student.

## **IDENTIFICATION BADGES**

ID badges will be furnished to all students at the time of registration. Students must be in possession of ID badges at all times during the school day, when checking out library books, and purchasing food in the cafeteria. ID badges must be shown when requested by any school official.

Student ID badges are only valid for the respective student it was issued to. The ID is not to be defaced in any way including writing, cutting, or placing stickers on the card. Students are required to purchase a new ID if it is defaced in any manner and cannot be returned to its original state. Any student found in possession or displaying an ID badge assigned to another student will be in violation of this ID badge policy.

If an ID badge is lost or stolen, upon reporting this to the front office, a replacement badge will be ordered. Students may receive a replacement ID once over the course of the school year free of charge. Any additional replacement badges will result in a fee of \$5.00.

Violations of this policy will result in disciplinary action. Refusal to comply with the ID rules and guidelines will be considered insubordination and is subject to all consequences as outlined in the Student Code of Conduct.

Students will be required to sign an ID Badge Agreement, which is included in the registration packet, confirming that they understand and will abide ID Badge expectations.

## **Identification Badges for Visitors**

All visitors are required to wear an identification badge at all times when on any Marion ISD property during the instruction day. The ID badge must be visible at all times.

ID badges will be provided by the front office. Visitors must provide a state issued Identification Card in order to obtain a visitor badge. The ID badge must be returned to the office at the end of the visitation when the visitor signs out of the school.

[See **Visitation**]

## **ILLNESS**

[See **Student Illness** under **Health-Related Matters.**]

## **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website:  
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

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

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

### **Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

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

- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

## **LEAVING CAMPUS**

\*\*\*COVID-19: Parents checking students out for an appointment or for the day need to call the office for checkout.

Please remember that student attendance is crucial to learning.

We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

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

campus by himself or herself, as permitted by the student's parent, or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### **Closed Campus**

For safety reasons, Marion High School and Marion Middle School are closed campuses.

### **During Lunch**

For safety reasons, Marion High School and Marion Middle School are closed campuses and no students are allowed to leave during the lunch period without a parent physically signing his or her student out of school.

To minimize possible outside exposure and to allow for adequate physical distancing for students during meal times, we are discouraging all outside items, including lunches, from being dropped off at school throughout the day. Students need to come to school prepared for the day in its entirety when they arrive on campus in the morning. Students may bring lunches or they may eat in the cafeteria.

### **At Any Other Time During the School Day**

Students are not authorized to leave campus during regular school hours, including lunch times, 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.

### **English Learners**

A student with limited English proficiency EL, sometimes referred to as an English Learner (EL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parents must consent to any services recommended by the LPAC for a EL student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing** on page 76, may be administered to a EL student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to EL students who qualify for services.



If a student is considered EL 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.

## **LOCKERS**

Lockers will not be available to students for the 2020-2021 school year due to limited transition requirements for COVID-19.

## **LOST AND FOUND**

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

## **MEDICINE AT SCHOOL**

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

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

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

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

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

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

### **Psychotropic Drugs**

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

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

### **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Marion ISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Jon Lindholm, Human Resources Director at [jlindholm@marionisd.net](mailto:jlindholm@marionisd.net) or 914-2803 ext. 1100.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Susan Thetford, District 504 Coordinator, at [dterrazas@marionisd.net](mailto:dterrazas@marionisd.net) or 914-2803 ext. 1205.
- All other concerns regarding discrimination: Contact Kelly Lindholm, Superintendent at [klindholm@marionisd.net](mailto:klindholm@marionisd.net) or 914-2803 ext. 1100.
- [See policies FB(LOCAL) and FFH(LOCAL).]

## **Auditory Assistance**

Auditory assistance is available to parents and students by contacting the principal's office or the school counselor's office during school hours. 48 hours' notice is necessary to acquire proper interpretation services.

## **NONTRADITIONAL ACADEMIC PROGRAMS**

[See **Requirements for a Diploma.**]

## **PARKING LOT**

Marion ISD is a closed campus and all visitors, faculty, staff, substitute staff, and students are required to park in designated parking areas. Staff, faculty, and students are required to obtain and display a MHS parking permit on the rear-view mirror at all times. This policy only applies during normal school hours and is not enforced during extracurricular events to sporting events. Unauthorized vehicles may be towed and/or ticketed at the owner's expense.

### **Student Parking Lot**

Student driving privileges are reserved for Sophomores, Juniors and Seniors in good standing.

If a student chooses to park in the school district student parking lot, he/she must hold a valid driver's license. The student must provide proof of insurance and a copy of their driver license to the main office when purchasing a parking permit. Parking decals must be displayed on the rear-view mirror and visible at all times. The cost of the parking permit is \$10.00. Students must abide the 5mph speed limit at all times.

Students may not park in the following areas: handicap spaces, visitors, in front of main campus, crosswalks, no parking zones, in front of any gates, outside of marked spaces, in front of fire hydrants, driving lanes, cement pad in front of dumpsters, library parking lot, Karrer campus parking lot, Ag Road (Ag Shops, Ag Barns, Black Box Theatre, Art Building, Field House and Football Fields). Students who fail to abide by these rules may jeopardize their privilege of driving onto school property and parking in the student parking lot. Any infractions occurring in the parking lot will be treated as disciplinary referrals and may result in disciplinary action as well as a loss of driving privileges on district property.

Upon arrival at school, all students must exit their vehicles and proceed to the designated gathering areas. Students may not return to their vehicle until their dismissal time.

Parking permits must be displayed at all times. Unauthorized vehicles may be towed and/or ticketed at the owner's expense.

Slogans, phrases, pictures, stickers, signs, language, objects, flags, or anything that makes a direct or indirect reference to sexual conduct, nudity, alcohol, drugs, contraband, illegal activities, racism, discrimination, cults, gangs, hate messages, or other inappropriate messages are prohibited. Violation of these rules or state laws may cause parking and/or driving privileges on campus to be revoked and may warrant disciplinary action. The campus principal has the final determination as to the appropriateness of the issue/concern involved.

## **PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

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

This examination is required to be submitted annually to the district.

Also see policy FFAA.

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from 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 at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

## **PRAYER**

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

## **PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in language arts and mathematics, and either science or social studies.

A student in grades 9–12 will advance to a grade level based on the number of course credits earned. [Also see **Grade Level Classification.**]

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

- To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an End-of-Course (EOC) Assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

[See **Standardized Testing**.]

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 46 and **Standardized Testing** for more information about EOC assessments.]

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

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

student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students Under the Foundation Graduation Program**.

## **RELEASE OF STUDENTS FROM SCHOOL**

[See **Leaving Campus**.]

## **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

[See **Working Together** on page 3 for how to schedule a conference.]

### Progress Report Dates

August 28, 2020  
September 18, 2020  
October 23, 2020  
November 13, 2020  
January 29, 2021  
February 19, 2021  
April 16, 2021  
May 7, 2021

### Report Card Dates

October 2, 2020  
December 11, 2020  
March 12, 2021  
May 28, 2021

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

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

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

## **Response to Intervention**

### **Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents may contact the individual(s) 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

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.

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

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

There is an exception to the 45-school-day timeline. If a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals:

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

**Contact Person: Robyn O'Bryan, Marion HS; Shawn Pierce; Marion Middle School**

**Phone Number: (830) 914-2803**

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

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

**Contact Person: Robyn O'Bryan, Marion HS; Shawn Pierce; Marion Middle School**

**Phone Number: (830) 914-2803**

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

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

## **RETALIATION**

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

## **RETURNED CHECKS**

Marion ISD will accept personal checks as long as there is not a check on file for non-sufficient funds (NSF). The school district has contracted with Envision Payment Solutions for the collection of all returned checks. Once Marion ISD is notified by the Envision Payment Solutions of a NSF check, the district will discontinue accepting checks from the individual for the remainder of the school year and only cash, money order or a cashier's check will be accepted.



## **SAFETY**

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

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

### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### **Emergency Medical Treatment and Information**

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

### **Emergency School-Closing Information**

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community via automated phone call to a phone number listed in the student record. The district will also attempt to advise the radio/television stations listed below:

KWED Radio, Seguin (1580 AM)

KGNB Radio, New Braunfels (92.1 FM)

Y100 Radio, San Antonio (100.3 FM)

KSAT-TV, San Antonio (Channel 12)

District sponsored social media platforms.

KZVE, San Antonio (107.5 FM)

KKYX, San Antonio (680 AM)

WOAI-TV, San Antonio, (Channel 4)

KENS-TV, San Antonio, (Channel 5)

## **SAT, ACT, AND OTHER STANDARDIZED TESTS**

See **Standardized Testing**.

## **SCHEDULE CHANGES**

Schedule changes will be considered prior to the 10<sup>th</sup> day of class and if class size permits. Schedule changes should be requested through the counselor's office.

## **SCHOOL FACILITIES**

### **Use by Students Before and After School**

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

The following areas are open to students before school, beginning at 7:45 AM

### **Middle School**

- Cafeteria
- Patio
- Classroom tutorials with pass from teacher

### **High School**

- Cafeteria
- Patio
- Classroom tutorials with pass from teacher

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

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

### **Conduct Before and After School**

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

### **Use of Hallways During Class Time**

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

## Designated Areas for Students During School Hours (High School)

Students are to remain in designated areas at all times before school (cafeteria or gymnasium) and at lunch (cafeteria or back patio). Students are not allowed to have lunch in classrooms, locker rooms, outlying buildings (Ag, Art, Band, Field House, Theatre), or employee offices unless approved by the campus principal for a specific reason such as tutorials or club meetings.

If a student is in need of additional academic support in a specific subject area and the teacher chooses to tutor during their duty-free lunch period, the student may obtain a pass to the teacher's classroom during the lunch period for assistance. At no time may students report to a teacher's classroom for the purpose of simply having lunch. Students are highly encouraged to arrange tutorials with their course subject teachers during school tutorial time periods.

### Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. Contact the middle school office of the MISD Food Service Office to apply.

### Cafeteria Breakfast and Lunch Prices

*BREAKFAST	Reduced Meal	\$ .40
*LUNCH	6-12	\$3.10
*LUNCH	Reduced Meal	\$ .50

### Charge Limits

Charge limits are a courtesy provided by Marion ISD and are not required by the Texas Department of Agriculture or the United States Department of Agriculture.

Charging is not encouraged by Marion ISD, but on those rare occasions that your child will not have money, we have a charge limit of \$5.00. If your child exceeds this limit, they will be offered an alternative meal consisting of a peanut butter sandwich and a milk and \$.75 will be charged to your child's cafeteria account.

Please ensure your child has enough money to eat by utilizing <https://www.myschoolbucks.com> or paying at any of the school cafeterias or the Child Nutrition Office located at the District's Central offices. Marion ISD does not allow charging of any a-la-carte items – only reimbursable meals.

Juice can no longer be offered as a fluid milk substitute for a student with a medical or special dietary need. For practical reasons, lactose-free milk should be the first choice for a student who has lactose intolerance. The only three brands/types of soy milk considered to be "milk" by the USDA are: Pacific Natural Foods – Ultra Soy Plain, Pacific Natural Foods – Ultra Soy Vanilla, and Stremicks Heritage Foods – 8<sup>th</sup> Continent Soymilk Original.

If your child has a dietary issue, you **must** fill out the **Special Dietary Restriction Authorization Form**. This form must be signed by a physician for the change to be implemented.

## **Cafeteria Forms**

*Special Dietary Restriction Authorization Form* – This form informs the Cafeteria Department of any food allergy, dietary restrictions, special diets, food substitutions, or any other required substitutions. This form **must** have a physician’s signature for the modification to take place. A copy of this form will be on file in the Cafeteria Department.

*Marion Sack Lunch Order Form* – This is required when a sack lunch is needed from the Cafeteria Department.

*Point of Sale Alert Message Request* – This is required for any message to be posted on the student’s lunch account.

*(These forms are also found on the district webpage under the menu section.)*

The district follows all applicable federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

## **Library**

The library supports students’ learning, as well as, their personal interests by providing: books, computers, magazines, etc. for classroom assignments and reading pleasure. Library computers offer access to the internet and electronic databases.

Books and audiobooks may be checked out for a two-week period while videos and magazines are limited to one-week: fines will be assessed for overdue, damaged, and lost material. Students who have overdue material or owe a fine may not check out additional library material until the overdue item(s) are returned and all fines have been paid.

## **Meetings of Non-Curricular-Related Groups**

Student-organized, student-led non-curricular-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal’s office.

## **SEARCHES**

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

## **Student’s Desks and Lockers**

Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

### **Telecommunications and Other Electronic Devices**

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

### **Vehicles on Campus**

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

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

### **Trained Dogs**

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

### **Drug-Testing**

[For further information, see policy FNF(LOCAL). Also see **Medicine at School.**]

## **SEXUAL HARASSMENT**

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

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as

programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Robyn O’Bryan, High School Counselor, at [robryan@marionisd.net](mailto:robryan@marionisd.net) or 914-2803 ext. 1440 or Shawn Pierce, Middle School Counselor, at [spierce@marionisd.net](mailto:spierce@marionisd.net) or 914-2803 ext. 1340.

## **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. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

The school district offers the PSAT to all Sophomores free of charge. Juniors interested in the NMSQT program are encouraged to take the PSAT as a qualifying method.

Federal lunch program participants may be eligible for fee waivers for the SAT, ACT and college applications.

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### ***Grades 3–8***

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 68 for additional information.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient EL students, as determined by the student’s Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

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

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

“Approaches Grade Level” (State level for satisfactory) performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

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

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

A student’s ARD committee 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.

Also see **Graduation** for additional information.

### ***TSI (Texas Success Initiative) Assessment***

Prior to enrollment in a Texas public college or university, students must qualify as TSI (Texas Success Initiative) compliant in order to avoid remedial Math and English courses. TSI compliance may be attained by qualifying scores on the SAT, ACT, or TSI instrument. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

## **STUDENTS IN FOSTER CARE**

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

A student who is placed in foster care and who is moved outside of the district’s attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact Susan Thetford, who has been designated as the district's foster care liaison, at [sthetford@marionisd.net](mailto:sthetford@marionisd.net) or (830) 914-2803 ext. 1112 with any questions.

## **SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

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

## **SUICIDE AWARENESS**

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

Students who make a suicide outcry to a faculty or staff member will be subjected to a Mental Health Intervention Plan. Parents shall be notified and provided a list of resources to assist with treatment options.

## **SUMMER SCHOOL**

Summer school is an effort on the part of the district to help students master the skills necessary for success in the next grade level and/or success on the state mandated State of Texas Assessments of Academic Readiness (STAAR) tests that students are required to master.

Students needing to attend summer school will be notified of times, location, and duration of programs being offered.

## **TARDINESS**

Students are expected to arrive at their designated classes on time. Students have five-minute passing periods to travel from one classroom to the next. Students who fail to arrive on time will be documented by the teacher as being tardy. Students who arrive more than fifteen minutes late will be counted absent for that period.

Students who receive three or more tardies will meet with the Behavioral Coordinator and may receive a consequence in the form of detention, Saturday School or In-School Suspension (ISS).

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item



is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## **TRANSFERS**

Beginning August 2019, no new transfer students will be accepted. Families who reside outside the Marion Independent School District and are attending Marion schools as transfer students (currently enrolled) must apply each year and meet District eligibility criteria. In approving transfers, the Superintendent will consider availability of space and instructional staff, and the student's disciplinary history, attendance, grades, and any potential adverse effect on resident students. The district has the right to revoke the transfer of a nonresident student for violating the district's Student Code of Conduct.

Currently Enrolled Student Transfer Applicants will be grand-fathered in for first through grade 12, and will be granted for one school year at a time. Transfer decisions are made without regard to race, religion, color, gender, disability, national origin, or ancestral language.

## **TRANSPORTATION**

### **School-Sponsored Trips**

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

### **Buses and Other School Vehicles**

Marion ISD contracts with All Aboard Transportation. Bus routes and stops will be designated annually.

## **BUS RIDERS RULES & REGULATIONS**

All or any changes of students pickup or drop off locations will need to be in before 1:00pm.

Rules defining student conduct are designed to protect the passengers and shall be observed at all times. Bus safety rules shall include, but not be limited to the following:

- 1) The bus driver is in charge of students on the bus. Students shall follow the driver's directions at all times.
- 2) Only authorized personnel and eligible bus students assigned to a specific bus are permitted to ride the bus.
- 3) Buses will stop at established stops only. Students will not be permitted to leave the bus until the bus arrives at an established bus stop or the appropriate school. Students shall load and unload at their designated bus stop only.
- 4) Students shall wait for a bus by remaining on the sidewalk. If there is no sidewalk, students will wait next to (but not in) the street. Students must wait until the bus comes to a full stop before boarding or leaving the bus.
- 5) Students will remain properly seated at all times and not block the center aisle. Any or all students may be assigned seats.
- 6) Students must keep their hands, head, feet and personal objects inside the bus at all times.

- 7) Scuffling, shoving or fighting is prohibited on the bus and at established bus stops.
- 8) Littering or throwing items inside or from the bus is prohibited.
- 9) Students are not allowed to consume food or drink on the bus. The use of all tobacco products is prohibited.
- 10) Students shall not deface or vandalize the bus or related equipment. Students that violate this rule will be required to pay for damages.
- 11) Students are not to engage in loud talking, yelling, the use of profanity, inappropriate language or gestures on the bus.
- 12) Students are not allowed to bring animals or harmful objects (i.e. weapons, drugs, alcohol, fireworks, etc.)
- 13) Students while on the bus and when exiting or entering the bus are required to comply with and will be subject to the Student Code of Conduct/Discipline Rules established by the School District.
- 14) Students, while on the bus, while entering or exiting the bus and while at or in the general area of the designated loading and unloading zone area, are required to comply with and will be subject to the Student Code of Conduct/Discipline Rules established by the School District and Student Transportation Specialists.
- 15) Pre-Kindergarten and Kindergarten must have an authorized adult at the bus doors, or the child will not be released.

### **Disciplinary Procedures**

- |                    |  |
|--------------------|--|
| A) First Offense:  | A verbal and written warning is issued to the student.           |
| B) Second Offense: | A three-day suspension is issued to the student.                 |
| C) Third Offense:  | A ten-day suspension is issued to the student.                   |
| D) Fourth Offense: | A thirty-day suspension is issued to the student.                |
| E) Fifth Offense:  | Students will be suspended for the remainder of the school year. |

**SEVERE CLAUSE:** If a student's conduct while on the bus or while exiting or entering the bus either jeopardizes the safety of other students and/or the driver, or constitutes an offense under the Student Code of Conduct/Disciplinary Rules that could result in expulsion or removal to the District's Alternative Education Program, a suspension of the student's bus transportation privileges will immediately be placed into effect for a period of time up to the remainder of the school year. This suspension will be in addition to any other disciplinary action that may be taken by the School District with respect to the conduct referred to in this clause.

### **TUTORIALS**

Students who are not meeting passing requirements in a given class will be required to attend tutorials for additional support. Teachers will provide established times for tutoring opportunities and post these times on their teacher websites, class syllabus and in the classroom.

### **VANDALISM**

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

## **VIDEO CAMERAS**

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

## **VISITORS TO THE SCHOOL**

### **VISITATION**

Visitors will be allowed on campuses for essential school operations only. Visitors, non-essential to school operations, will NOT be given access to the campus including on the first day of school and during scheduled meal times. All campus visits must be scheduled via an appointment. **The number of visitors in the school will be limited to ensure students are safe;** therefore, alternative meeting options may be scheduled, including virtual meetings. Any visitors that come on campus must wear a mask/face covering.

All visitors to campuses for meetings will be screened to determine if they have COVID-19 symptoms, are lab-confirmed with COVID-19 or have been in close contact with an individual who is lab-confirmed with COVID-10. If so, they must remain off campus until they meet the criteria for re-entry as previously noted for staff/students.

In an extreme effort to mitigate exposure to COVID-19, we are discouraging all outside items being dropped off at school throughout the day. Students need to come to school prepared for the day in its entirety when they arrive on campus in the morning. However, in the event that it is absolutely necessary for a parent/guardian to make a delivery to a campus, the protocol for entrance into the building is to use hand sanitizer prior to entry into the building and wear a face mask.

When picking up students during school hours, please follow these protocols:

- Call child's campus, let them know your student will be picked up, and estimated time of arrival
- Use hand sanitizer at the campus entrance door
- Wear mask inside the building
- Enter the building and sign your student out
- Wait outside for your student to depart from building

Traditional campus events such as Open House, Parent Nights, etc., have been temporarily suspended.

### **VISITS (Students)**

Students are not allowed to visit other district campuses during the instructional day, except for school-approved business or school-sponsored activities. Former students or students from other schools will not be permitted to visit the campus during school hours.

## **VOLUNTEERS**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the middle school or high school office for more information and to complete an application.

## **VOTER REGISTRATION**

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

## **WITHDRAWING FROM SCHOOL**

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

A copy of the withdrawal form will be given to the parent/student, and the original will be placed in the student's permanent record.

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

## Glossary

**Academic Misconduct** is the intentional violation of school policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of an assignment, test or assessment, or any information regarding the content of such an instrument.

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

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

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

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

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

**Cheating** is the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

**Collusion** is assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. Students assigned to DAEP will be withdrawn from their respective campus and assigned to the DAEP campus which is located at Nixon-Smiley CISD.

**E-CIGARETTE** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. Use or possession of "E-cigarettes" on school district property or school related events/activities is prohibited at all times.

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

**Fabrication** is the intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

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

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

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

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

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

**Plagiarism** is the unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

**PSAT** is the preparatory and readiness assessment for the SAT.

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

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

**STAAR Alternate** 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 Linguistically Accommodated (STAAR L)** is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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

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

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

**TSI Assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

**APPENDIX I: Freedom From Bullying Policy**

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [www.marionisd.net](http://www.marionisd.net). Below is the text of Marion ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

**STUDENT WELFARE: FREEDOM FROM BULLYING**

**FFI(LOCAL)**

Adopted on 2/17/2012



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**Note:** This policy addresses bullying of District students. 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.

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#### BULLYING PROHIBITED

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

#### DEFINITION

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

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

#### EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

#### RETALIATION

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

#### EXAMPLES

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

#### FALSE CLAIM

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

#### TIMELY REPORTING

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

#### REPORTING PROCEDURES

##### 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, counselor, principal, or other District employee.

##### EMPLOYEE REPORT

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

##### REPORT FORMAT

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

##### PROHIBITED CONDUCT

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

##### INVESTIGATION 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'S ACTION FOR 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.

#### 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 if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

#### TRANSFERS

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

#### COUNSELING

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

#### IMPROPER CONDUCT

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

#### CONFIDENTIALITY

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

#### APPEAL

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

#### RECORDS RETENTION

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

#### ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web

site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices