

Agenda of Board Workshop/Regular Meeting

The Board of Trustees Mineral Wells Independent School District

A Board Workshop/Regular Meeting of the Board of Trustees of Mineral Wells Independent School District will be held Monday, July 13, 2026, beginning at 5:30 PM in the District Services Complex | Board Room.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. Call to Order/Establish Quorum**
- 2. Board Workshop/Dinner - No Action Will Be Taken**
 - A. Agenda Review
 - B. Planning for 2026-2027 School Year
 - C. Policy Review
- 3. Closed Session - Texas Government Code 551.074, Texas Government Code 551.076, Texas Government Code 551.082 and Texas Government Code 551.072**
 - A. Texas Government Code 551.074
 - 1) Employment/Appointment/Reassignment/Evaluation/Compensation/Duties of Personnel
 - 2) Renewal/Nonrenewal/Assignment/Reassignment/Probationary Status/Return to Probationary Status/Continuing Status of District Personnel
 - B. Texas Government Code 551.076
 - 1) Security - Personnel, Devices, Audits
 - a. District Safety and Security Audit Report
 - C. Texas Government Code 551.082
 - 1) Student Discipline
- 4. Open Session - 7:00 p.m.**
- 5. Prayer**
- 6. Pledges - U.S./Texas Flags**
- 7. Mission & Vision Statements**
- 8. Public Comment**
- 9. Special Recognition**

A. State Recognitions for Softball and Baseball	
Presenter: Karyn Bullock, Director of Communications	
10. President's Report	
11. Superintendent Report	
A. Report Only: Pregnancy Related Services/Compensatory Education Home Instruction 2026-2027	<u>4</u>
Presenter: Amber Moore, Director of Counseling and Assessment	
12. Action Item: Consent Agenda	
A. Monthly Financial Reports, Accounts Payable Listing, and Tax Receipt	5
B. Water, Electricity, Gas Reports	23
C. Investment Report	28
D. Minutes of the June 8, 2026, Regular Board Meeting and June 15, 2026, Special Meeting of the Board of Trustees	30
13. Action Item: Discuss, Consider and Take Any Necessary Action Regarding the Acceptance of Donation to the Mineral Wells ISD Drone Program	<u>39</u>
Presenter: Deeann Hampton, CTE Director	
14. Action Item: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2026-2027 Innovative Courses List	<u>41</u>
Presenter: Angie Myrick, Executive Director of Accountability	
15. Action Item: Discuss, Consider, and Take Any Necessary Action regarding the 2026-2027 Student Code of Conduct	<u>51</u>
Presenter: David Wells, Assistant Superintendent of Student Services	
16. Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the 2026-2027 Teacher Appraisal Calendar and T-TESS Appraiser List	<u>106</u>
Presenter: Natalie Griffin, Assistant Superintendent	
17. Action Item: Discuss, Consider, and Take Any Necessary Action Regarding the Adoption of Resolution for Nonbusiness Days under House Bill 3033	<u>110</u>
Presenter: David Tarver, Superintendent	
18. Action Item: Discuss, Consider and Take Any Necessary Action Regarding the Endorsement of a Candidate for TASB Board of Directors, Region 11, Position C	<u>115</u>
Presenter: David Tarver, Superintendent	
19. Action Item: Discuss, Consider, and Take Any Necessary Action Regarding a Resolution Authorizing Initiation of Proceedings for Sale of Real Property for the Following Described Real Property, Located and Situated in the City of Mineral Wells, Palo Pinto County, Texas	<u>120</u>
Presenter: David Tarver, Superintendent	
20. Information	
A. PUBLIC HEARING: 2026-2027 Every Student Succeeds Act (ESSA) Planning Amounts	<u>124</u>
Presenter: Natalie Griffin, Assistant Superintendent	

B. Employee Handbook for 2026-2027 125

Presenter: Natalie Griffin, Assistant Superintendent of Human Resources

C. Student Handbook for 2026-2027 247

Presenter: David Wells, Assistant Superintendent of Student Services

D. Review District Calendars on our MWISD Website

Description: MWISD Academic and Athletic Calendar

21. **Action Item: Vote on Closed Session Items**

22. **Action Item: Adjournment**

Mineral Wells ISD

2025-26 PRS/CEHI

Program Overview: Pregnancy Related Services (PRS) is a state mandated support program designed to help students who are pregnant or parenting continue their education and stay on track for graduation.

PRS Support Services include:

- Support Services (counseling, case management, parenting education)
- Compensatory Education Home Instruction (CEHI)- temporary homebound instruction provided during prenatal and postpartum recovery periods.

2025-26 Statistics

Total Students Served: 6

Grade Levels- two 10th graders, one junior and 3 seniors

CEHI: Although we always offer the service, only 2 were provided CEHI at home. None were served on campus.

Instruction was provided by certified teachers

Average days of CEHI: 15

Outcomes and Support

2 graduated prior to delivery

2 withdrew to homeschool

1 ended the year on CEHI but returning in fall

1 completed 20 days of CEHI and graduated

Goals: Continue streamlining identification and follow through; while educating team members on PRS.



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☒ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Monthly Financial Report, Tax Receipt and Accounts Payable Listings

RECOMMENDED ACTION: It is recommended that the monthly Financial Reports, Tax Receipt, Accounts Payable Listing be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached information.

FISCAL IMPACT: Variable revenue and expenditures to District

ATTACHMENTS: Financial Statement, Tax Receipt Report, AP Listing

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL: Paul Hearn David TAYLOR

7.13.26 Financial Reports

Final Audit Report

2026-07-13

Created:	2026-07-03
By:	Lizbeth Paez (lpaez@mwisd.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAv0EpLNu_3FTG6BaY8sOnDCBCrHjckvF3

"7.13.26 Financial Reports" History

-  Document created by Lizbeth Paez (lpaez@mwisd.net)
2026-07-03 - 0:59:10 AM GMT
-  Document emailed to Thomas Hearn (phearn@mwisd.net) for signature
2026-07-03 - 1:00:18 AM GMT
-  Email viewed by Thomas Hearn (phearn@mwisd.net)
2026-07-13 - 2:49:46 PM GMT
-  New document URL requested by Thomas Hearn (phearn@mwisd.net)
2026-07-13 - 2:50:04 PM GMT
-  Document e-signed by Thomas Hearn (phearn@mwisd.net)
Signature Date: 2026-07-13 - 2:51:25 PM GMT - Time Source: server - Signature Appearance Selected: IMAGE
-  Document emailed to David TARVER (dtarver@mwisd.net) for signature
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Signature Date: 2026-07-13 - 3:10:47 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_IMAGE
-  Agreement completed.
2026-07-13 - 3:10:47 PM GMT

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
CASH POSITION

FOR PERIOD ENDING May 31, 2026

GENERAL FUND	\$ 7,477,085.03
FOOD SERVICE	\$ 538,833.65
SPECIAL REVENUE	\$ 209,552.05
INTEREST & SINKING	\$ 2,075,485.31
INSURANCE FUND	\$ 1,189.09
WORKERS' COMPENSATION	\$ 648.55
TRUST & AGENCY FUND	\$ 209,977.99
PAYROLL	\$ -75,794.62
TOTAL	\$ 10,436,977.05
<u>Lone Star Investment</u>	
General Fund	\$ 2,166,190.43
Food Service Fund	\$ 4.62
Interest & Sinking	\$ 1,332,686.39
Insurance Fund	\$ 563,887.70
TOTAL INVESTMENTS	\$ 4,062,769.14

MINERAL WELLS ISD
COMPARISON OF EXPENDITURES/ENCUMBRANCES (Date: 5/2026)

06/17/26

Page:1
1:40 PM

										2025-2026	YTD	Encumbered	Unencumbered
										BUDGET	EXPENDED	Amount	Balance
Fnd T	Fn	Obj	Sb	Org	F	Pr	L	L2	Obj				
XXX R	00	----	--	----	-	----	-	----	----	49,548,150.00	38,712,700.82	0.00	10,835,449.18
XXX E	11	----	--	----	-	----	-	----	----	24,711,972.00	17,758,505.72	259,690.57	6,693,775.71
XXX E	12	----	--	----	-	----	-	----	----	2,046,244.00	1,587,532.53	75,321.09	383,390.38
XXX E	13	----	--	----	-	----	-	----	----	416,540.00	272,151.92	15,991.71	128,396.37
XXX E	21	----	--	----	-	----	-	----	----	340,315.00	259,041.08	12,463.30	68,810.62
XXX E	23	----	--	----	-	----	-	----	----	2,681,825.00	2,000,683.96	35,641.48	645,499.56
XXX E	31	----	--	----	-	----	-	----	----	1,527,279.00	1,073,228.26	7,061.10	446,989.64
XXX E	33	----	--	----	-	----	-	----	----	460,592.00	335,221.23	1,007.68	124,363.09
XXX E	34	----	--	----	-	----	-	----	----	1,427,724.00	1,057,232.74	160,031.86	210,459.40
XXX E	35	----	--	----	-	----	-	----	----	2,220,366.00	1,539,886.51	8,320.00	672,159.49
XXX E	36	----	--	----	-	----	-	----	----	1,401,405.00	1,327,219.15	37,623.22	36,562.63
XXX E	41	----	--	----	-	----	-	----	----	2,003,209.00	1,538,603.23	17,965.24	446,640.53
XXX E	51	----	--	----	-	----	-	----	----	5,484,564.00	3,949,090.99	57,832.40	1,477,640.61
XXX E	52	----	--	----	-	----	-	----	----	126,941.00	137,154.14	0.00	-10,213.14
XXX E	53	----	--	----	-	----	-	----	----	225,678.00	189,061.18	21,671.17	14,945.65
XXX E	61	----	--	----	-	----	-	----	----	82,094.00	7,678.94	0.00	74,415.06
XXX E	71	----	--	----	-	----	-	----	----	3,791,695.00	3,075,187.88	0.00	716,507.12
XXX E	81	----	--	----	-	----	-	----	----	0.00	48,000.00	0.00	-48,000.00
XXX E	93	----	--	----	-	----	-	----	----	71,100.00	53,325.00	13,424.00	4,351.00
XXX E	97	----	--	----	-	----	-	----	----	528,607.00	547,927.46	0.00	-19,320.46
Grand Revenue Totals										49,548,150.00	38,712,700.82	0.00	10,835,449.18
Grand Expense Totals										49,548,150.00	36,756,731.92	724,044.82	12,067,373.26
Grand Totals										0.00	1,955,968.90	724,044.82	1,231,924.08
											Profit	Less	Loss

Number of Accounts: 1751

***** End of report *****

Fnd	Fnd	Expended	Encumbered	2025-2026 Budget	Balance
180	CO-CURRICULAR	1,292,322.94	36,384.87	1,376,589.00	47,881.19
199	GENERAL FUND	29,266,729.26	610,356.40	39,821,130.00	9,944,044.34
211	TITLE I, PART A	667,316.48	267.00	1,146,573.00	478,989.52
224	IDEA-B FORMULA	603,463.51	14,564.00	813,374.00	195,346.49
225	IDEA-B PRESCHOOL	16,974.78	0.00	16,556.00	-418.78
240	FOOD SERVICE	1,525,403.06	8,320.00	2,190,341.00	656,617.94
244	CARL PERKINS BASIC FORM. GRANT	49,769.90	10,256.43	52,594.00	-7,432.33
255	TITLE II, PART A-SUP EFF INSTR	157,392.63	0.00	245,687.00	88,294.37
263	Title III, PART A-ELA	44,737.73	1,050.00	63,328.00	17,540.27
270	TITLE V,B,SP 2, RLIS	68,548.94	7,401.10	20,673.00	-55,277.04
289	FEDERALLY FUNDED SPECIAL REV	63,555.83	0.00	83,915.00	20,359.17
410	STATE TEXTBOOK FUND	2,869.10	20,086.68	191,780.00	168,824.22
429	STATE FUNDED SPECIAL REVENUE	100,725.57	7,946.31	134,098.00	25,426.12
461	CAMPUS ACTIVITY FUND	13,847.88	7,412.03	15,289.00	-5,970.91
599	DEBT SERVICE	2,883,074.31	0.00	3,376,223.00	493,148.69
880	CUSTODIAL FUND - SCHOLARSHIPS	-10,488.69	0.00	37,141.00	47,629.69
Grand Expense Totals		36,746,243.23	724,044.82	49,585,291.00	12,115,002.95

Number of Accounts: 1695

***** End of report *****

<u>Fnd</u>	<u>Fnd</u>	CASH <u>RECEIVED</u>	2025-2026 <u>Budget</u>	<u>Balance</u>
180	CO-CURRICULAR	264,626.62	441,178.00	176,551.38
199	GENERAL FUND	31,138,553.21	40,756,541.00	9,617,987.79
211	TITLE I, PART A	585,230.81	1,146,573.00	561,342.19
224	IDEA-B FORMULA	542,185.30	813,374.00	271,188.70
225	IDEA-B PRESCHOOL	15,087.87	16,556.00	1,468.13
240	FOOD SERVICE	1,797,715.07	2,190,341.00	392,625.93
244	CARL PERKINS BASIC FORM. GRANT	46,276.79	52,594.00	6,317.21
255	TITLE II, PART A-SUP EFF INSTR	153,837.22	245,687.00	91,849.78
263	Title III, PART A-ELA	40,836.50	63,328.00	22,491.50
270	TITLE V,B,SP 2, RLIS	68,548.94	20,673.00	-47,875.94
289	FEDERALLY FUNDED SPECIAL REV	59,387.69	83,915.00	24,527.31
410	STATE TEXTBOOK FUND	82,888.63	191,780.00	108,891.37
429	STATE FUNDED SPECIAL REVENUE	190,005.13	134,098.00	-55,907.13
461	CAMPUS ACTIVITY FUND	12,342.54	15,289.00	2,946.46
599	DEBT SERVICE	3,715,178.50	3,376,223.00	-338,955.50
753	INSURANCE FUND	15,918.09	22,036.00	6,117.91
880	CUSTODIAL FUND - SCHOLARSHIPS	14,665.89	37,141.00	22,475.11
Grand Revenue Totals		38,743,284.80	49,607,327.00	10,864,042.20

Number of Accounts: 93

***** End of report *****

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
ABM TEXAS GENERAL SE	Multiple	Multiple Invoices	06/04/2026	10586 R	80,200.74
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	06/04/2026	10587 R	67.43
ALLSTAR CUSTOM APPAR	4605	Mousepads and backpacks	06/04/2026	10588 R	579.40
APPLE COMPUTER INC	MC71024033	PLACE HOLDER- JUNE/MD4Q4LL/A iPad Wi-Fi 512GB- Silver (5)	06/04/2026	10589 R	3,145.00
AT&T MOBILITY	825071876X	SERVICES	06/04/2026	10590 R	1,352.71
AWARDS & MORE ENGRAV	48062	TRACK AWARDS	06/04/2026	10591 R	99.00
Baker, Mayme	0603	MAYME BAKER MEALS FOR CONFERENCE	06/04/2026	10592 R	30.00
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/04/2026	10594 R	6,348.29
BILINGUAL SPEECH SER	2026-MWS-0	PLACE HOLDER- MAY Contracted Services/Bilingual Speech Services	06/04/2026	10595 R	7,275.00
CDW-G	Multiple	Multiple Invoices	06/04/2026	10596 R	515.66
Clark, Julia	0603	meal reimbursement for Julia Clark to CAMT June 23-25	06/04/2026	10597 R	75.00
Crusha, Helena	0603	meal reimbursement for Lena Crusha to CAMT June 23-25	06/04/2026	10598 R	75.00
EDUCATION SERVICE CT	3002600443	ESC REGION 11 RLA RBIS TRAINING LAMAR MAY 12, 2026	06/04/2026	10599 R	1,050.00
ELAN FINANCIAL SERVI	Multiple	Multiple Invoices	06/04/2026	10602 R	11,220.36
FOLLETT CONTENT SOLU	Multiple	Multiple Invoices	06/04/2026	10603 R	4,383.10
FRED GARRISON OIL CO	D87191	Fuel	06/04/2026	10604 R	11,032.56
French, Misti	0603	meal reimbursement for Misti French to CAMT June 23-25	06/04/2026	10605 R	75.00
FRESH & FRUITY	0000347	FRESH AND FRUITY INVOICE 0000347 SUMMER RETREAT	06/04/2026	10606 R	225.00
FRONTIER WASTE-CRESS	Multiple	Multiple Invoices	06/04/2026	10607 R	8,244.96
GAME ONE	Multiple	Multiple Invoices	06/04/2026	10608 R	1,346.12
Gordon, Ammie	0531	PLACE HOLDER- MAY Mileage (Homebound student)	06/04/2026	10609 R	47.63
GRADUATE SALES, INC	5428	Letter jackets	06/04/2026	10610 R	590.00
Hawkins, Rudy	026	ATHLETIC BANQUET MEAT	06/04/2026	10611 R	9,000.00
IN TOUCH THERAPY, PL	2026_MW_MA	PLACE HOLDER- MAY Contracted PT Services	06/04/2026	10612 R	2,838.40
INSECT LORE	INV3231315	insects for classrooms	06/04/2026	10613 R	100.93
JONES SCHOOL SUPPLY	4030123	CERTIFICATES	06/04/2026	10614 R	44.00
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	06/04/2026	10615 R	4,000.85
LAKESHORE LEARNING M	93847153	LAKESHORE LEARNING QUOTE QUOTE 20146195 FO PRE-K MAKERSPACE	06/04/2026	10616 R	189.04
Lamont, Lillian	0603	LAMONT MEAL FOR CAMPT CONFERENCE	06/04/2026	10617 R	30.00
LEARNING WITHOUT TEA	INV250337	Quote Number: Q-113084 CKD-25 Cursive Kickoff 2025 Student Edition+Student and Teacher Digital (2nd grade)	06/04/2026	10618 R	715.00
LUBBOCK-COOPER ISD	1002	BASEBALL PLAYOFF MINERAL WELLS HIGH SCHOOL VS WEST PLAINS HIGH SCHOOL	06/04/2026	10619 R	1,461.84
NAPA AUTOMOTIVE PART	Multiple	Multiple Invoices	06/04/2026	10620 R	579.27
NASSP	9002190374	MEMBERSHIP	06/04/2026	10621 R	385.00
NATIONAL FLEET TRACK	204012	Cards	06/04/2026	10622 R	668.95
NEEDDECALS	11837	NEEDDECALS HANGING TAGS ALL GRADES	06/04/2026	10623 R	1,194.00
Nicklas, Kelcee	0603	meal reimbursement for Kelcee	06/04/2026	10624 R	75.00

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
		Nicklas to CAMT June 23-25			
PALO PINTO APPRAISAL	0501	THIRD QTR PAYMENT	06/04/2026	10625 R	74,065.43
PARKER COUNTY APPRAI	0501	THIRD QTR PAYMENT	06/04/2026	10626 R	564.75
PC PARTS PLUS dba CH	Multiple	Multiple Invoices	06/04/2026	10627 R	1,225.25
PC PARTS PLUS dba CH	#286212	Chromebook parts (C734 keyboard)	06/04/2026	10628 S	337.25
PERMIAN BASIN DRUG &	68565AB	DRUG TEST	06/04/2026	10629 R	68.00
PRUITT, LACY	0603	meal reimbursement for Lacy Pruitt to CAMT June 23-25	06/04/2026	10630 R	75.00
Roach, Jaycee	0603	meals and miles reimbursement for Jaycee Roach to CAMT June 23-25	06/04/2026	10631 R	299.59
SCHOOL SPECIALTY LLC	Multiple	Multiple Invoices	06/04/2026	10632 R	684.34
SOUTHWEST INTERNATIO	Multiple	Multiple Invoices	06/04/2026	10633 R	1,808.96
TASB	689163	TASB WEBINAR CHANGES TO MODEL STUDENT HANDBOOK 5/27/26 ANGIE MYRICK	06/04/2026	10634 R	50.00
TEXAS SHRED, INC.	117746	shredding of confidential documents- April	06/04/2026	10635 R	40.00
TRUE WEST THREADS, L	OPTION #2	TRUE WEST THREADS STAFF SHIRTS 26-27	06/04/2026	10636 R	1,855.00
UNIFIRST CORPORATION	2810747502	Uniforms	06/04/2026	10637 R	84.97
WEAVER'S PRINT SHOP	11569	Transportation Tags for students	06/04/2026	10638 R	120.00
WELLS FARGO VENDOR F	Multiple	Multiple Invoices	06/04/2026	10639 R	1,329.47
Wells, David	0603	EMPLOYEE TRAVEL REQUEST VOUCHER MILEAGE DAVID WELLS REGION 11 TITLE IX WORKSHOP 06/29/26	06/04/2026	10640 R	65.77
WEX BANK	112638344	FUEL	06/04/2026	10641 R	1,253.46
WILLIAMS, ANTHONY	0531	SOCCER OFFICIAL 5/7/2026	06/04/2026	10642 R	85.00
WILLIAMS, KORBIN	0531	SOCCER OFFICIAL 5/7/26	06/04/2026	10643 R	135.00
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	06/10/2026	10645 R	640.36
Adams, Maygan	Multiple	Multiple Invoices	06/10/2026	10646 R	71.27
AIRGAS USA, LLC	Multiple	Multiple Invoices	06/10/2026	10647 R	212.05
ATS OUTDOORS	Multiple	Multiple Invoices	06/10/2026	10648 R	1,029.60
AWARDS & MORE ENGRAV	Multiple	Multiple Invoices	06/10/2026	10649 R	1,211.20
BBURKS CONSULTING, L	1	Team Building Workshop	06/10/2026	10650 R	1,400.00
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/10/2026	10651 R	2,916.79
Brock, Kylie	0528	Reimbursement/ Postage- Records/Mail Out	06/10/2026	10652 R	10.33
CDW-G	AJ5CX9D	Chromebook Plus Spin	06/10/2026	10653 R	917.25
CITY WATER WORKS	0531	SERVICE	06/10/2026	10654 R	21,600.13
COMPLIANCE CONSORTIU	1380832	Randoms	06/10/2026	10655 R	384.00
DAY AND NIGHT PEST C	0531	Houston treatment	06/10/2026	10656 R	800.00
DONUT SUPREME	0529	Donut Supreme End of Year Donuts 5.29.26	06/10/2026	10657 R	132.00
DOUBLE H TIRE	Multiple	Multiple Invoices	06/10/2026	10658 R	300.00
Durden, Tonya	0610	TONYA DURDEN MEALS FOR CONFERENCE	06/10/2026	10659 R	93.80
Duren, Terry	0522	Permit	06/10/2026	10660 R	25.00
EAGLE SOUND, INC.	17809	Radio parts	06/10/2026	10661 R	85.30
ELLIOTT ELECTRIC SUP	Multiple	Multiple Invoices	06/10/2026	10662 R	1,160.49
FOLLETT CONTENT SOLU	747248A	BOOKS	06/10/2026	10663 R	3,895.59
FOOD SERVICE, CHILD	285	End of Year Breakfast 6.3.26	06/10/2026	10664 R	1,188.45
FRED GARRISON OIL CO	D87293	FUEL-May 2026	06/10/2026	10665 R	3,102.20

VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	CHECK DATE	CHECK CHE NUMBER TYP	AMOUNT
FURR BUILDING MATERI	72889	MAINTENANCE-MAY 2026	06/10/2026	10666 R	15.67
GOTO COMMUNICATIONS,	IN71054132	SERVICE	06/10/2026	10667 R	5,410.89
GWB SERVICE AND SALE	2160	Alignment of Tire Machine	06/10/2026	10668 R	795.00
HOME DEPOT CREDIT SE	9073748	MAINTENANCE-MAY 2026	06/10/2026	10669 R	1,383.94
HOMERASE #250 MW	Multiple	Multiple Invoices	06/10/2026	10671 R	1,258.14
KYOCERA DOCUMENT SOL	5038782285	Copier rental (May)	06/10/2026	10672 R	575.65
LEASOR CRASS, P.C.	30407	Leasor Crass (JUNE)	06/10/2026	10673 R	884.00
MARTIN OIL COMPANY	Multiple	Multiple Invoices	06/10/2026	10674 R	188.45
MINERAL WELLS CHAMBE	23684	MW CHAMBER OF COMMERCE BOOTH FOR TRS ACTIVECARE REPRESENTATIVE - TEACHER APPRECIATION BREAKFAST & EXPO	06/10/2026	10675 R	75.00
MOSYLE CORPORATION	26119066	Mosyle MDM annual renewal	06/10/2026	10676 R	1,254.00
NAPA AUTOMOTIVE PART	Multiple	Multiple Invoices	06/10/2026	10677 R	304.58
NEXTLINK	B10000024-	1Gb Internet service due 07/01/2026	06/10/2026	10678 R	150.00
PERMIAN BASIN DRUG &	63564AB	permian basin drug testing , inv# 68564AB	06/10/2026	10679 R	55.00
PITNEY BOWES GLOBAL	3322624058	POSTAGE METER RENTAL	06/10/2026	10680 R	525.21
Ray, Saugato	0531	Mileage - Ray	06/10/2026	10681 R	78.40
Reyes, Jacqueline	0610	Permit	06/10/2026	10682 R	25.00
Sarah Moore Mobility	MAY 1- MAY	PLACE HOLDER- MAY Contracted Services	06/10/2026	10683 R	336.00
SCHOOL HEALTH CORPOR	CINV000394	AED PADS	06/10/2026	10684 R	207.68
SHERWIN-WILLIAMS	4507-4	SUPPLIES	06/10/2026	10685 R	51.95
SPB EDUCATIONAL SERV	107	PLACE HOLDER- MAY Contracted Diagnostician Services	06/10/2026	10686 R	2,480.00
Spillers, Shanna	0610	MILEAGE EXPENSE 6/8/2026 EDUCATIONAL CONFERENCE	06/10/2026	10687 R	120.35
THERAPY AND ME	2026-05-MW	PLACE HOLDER- MAY Contracted Music Therapy	06/10/2026	10688 R	650.00
UNIFIRST CORPORATION	Multiple	Multiple Invoices	06/10/2026	10689 R	2,139.48
UNITE PRIVATE NETWOR	SI-26-0337	Monthly WAN service due 07/01/2026	06/10/2026	10690 R	530.80
UNITED WORTH HYDROCH	123102	MAINTENANCE-May 2026	06/10/2026	10691 R	350.00
WEAVER'S PRINT SHOP	11642	GRADUATION PROGRAMS	06/10/2026	10692 R	375.00
WELLS, JEFF	0409	BASEBALL OFFICIAL 4/9/2026	06/10/2026	10693 R	120.00
WINSTON PRT LTD	Multiple	Multiple Invoices	06/10/2026	10694 R	1,198.37
4 IMPRINT, INC.	15180601	STAFF GIFTS	06/17/2026	10695 R	741.37
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	06/17/2026	10696 R	297.63
ALLSTAR CUSTOM APPAR	Multiple	Multiple Invoices	06/17/2026	10697 R	249.90
AWARDS & MORE ENGRAV	48126	Plaque engraving	06/17/2026	10698 R	9.00
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	06/17/2026	10699 R	6,682.75
BUCKS WHEEL & EQUIP	Multiple	Multiple Invoices	06/17/2026	10700 R	4,654.33
BURNS, JOHN	661193	DAEP Flooring	06/17/2026	10701 R	8,685.50
CDW-G	AJ5Y93H	TABLETS FOR MATH	06/17/2026	10702 R	1,419.00
DEMCO, INC	7815069	JH Library supplies	06/17/2026	10703 R	2,770.88
DRURY PLAZA RIVERWAL	0617	TRAVEL	06/17/2026	10704 S	585.67
Duren, Terry	0617	Conference Meals	06/17/2026	10705 R	160.00
EDUCATION SERVICE CT	1002600872	Open PO for 20 bus certification class	06/17/2026	10706 S	150.00
EDUCATION SERVICE CT	Multiple	Multiple Invoices	06/17/2026	10707 R	1,822.00
ELLIOTT ELECTRIC SUP	Multiple	Multiple Invoices	06/17/2026	10708 R	60.62
FRESH & FRUITY	0000354	LEADERSHIP RETREAT - FOOD	06/17/2026	10709 R	196.00
FRONTIER WASTE-CRESS	Multiple	Multiple Invoices	06/17/2026	10710 R	1,363.67
GRADUATE SALES, INC	5563	Cert Cords for Seniors	06/17/2026	10711 R	849.95

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
Hart, Doug	0529	SECURITY FOR HIGH SCHOOL GRADUATION 5/26/2026	06/17/2026	10712 R	180.00
HOMEBASE #250 MW	72503	Parts	06/17/2026	10713 R	217.17
INFINITY SOUND, LTD	8818	MAINTENANCE-May 2026	06/17/2026	10714 R	820.00
IXL LEARNING	S578352	SITE LICENSE	06/17/2026	10715 R	449.00
JONES SCHOOL SUPPLY	4048248	Jones School Supply medals	06/17/2026	10716 R	225.79
Judd, Penny	0529	SECURITY FOR HIGH SCHOOL GRADUATION 5/29/2026	06/17/2026	10717 R	180.00
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	06/17/2026	10718 R	1,347.98
NAPA AUTOMOTIVE PART	486324	Parts	06/17/2026	10719 R	31.73
Norris, Michael	0617	Fingerprinting	06/17/2026	10720 R	47.99
OMNI CORPUS CHRISTI	Multiple	Multiple Invoices	06/17/2026	10721 R	2,030.90
ONDECK ROADSIDE SERV	20534	Tires	06/17/2026	10722 R	25.00
Otwell, Sydney	0617	FFA Convention Student Meals	06/17/2026	10723 R	720.00
PC PARTS PLUS dba CH	Multiple	Multiple Invoices	06/17/2026	10724 R	1,474.00
PETTY CASH	0616	REIMBURSE PETTY CASH	06/17/2026	10725 R	75.04
PITNEY BOWES GLOBAL	3322494016	PITNEY BOWES LEASE INVOICE	06/17/2026	10726 R	196.98
POOLE, JEFFERY	0529	SECURITY FOR HIGH SCHOOL GRADUATION 5/29/2026	06/17/2026	10727 R	180.00
RMA TOLL PROCESSING	Multiple	Multiple Invoices	06/17/2026	10728 R	52.40
ROCHESTER 100, INC.	INV117669	student folders for next year	06/17/2026	10729 R	1,405.00
Roe, Gary JR	0617	CE reimbursement	06/17/2026	10730 R	100.00
Rothe, Michaela	0617	PLACE HOLDER- JUNE/Reimbursement- Mileage/Meals ACU School Psych Program (Rothe)	06/17/2026	10731 R	224.58
RR SERVICE CO, INC.	5521	Crane to lift A/C unit to roof of Lamar	06/17/2026	10732 R	615.00
SEESAW LEARNING, INC	2026-20906	SEESAW RENEWAL QUOTE # Q-78636	06/17/2026	10733 R	2,950.00
SHELL ENERGY SOLUTIO	2407498	SERVICES	06/17/2026	10734 R	46,632.63
TAGT	25609	PLACE HOLDER TAGT(GIFTED & TALENTED) MEMBERSHIP LINDSEY WELLS 2026-2027	06/17/2026	10735 R	99.00
TEXAS COUNCIL OF ADM	300032257	PLACE HOLDER- AUGUST/Annual Membership Dues- Administrator 2026-2027 Professional Liability Insurance (Fowler)	06/17/2026	10736 R	175.00
TEXAS DEPARTMENT OF	Multiple	Multiple Invoices	06/17/2026	10737 R	140.00
TEXAS GAS SERVICES	0601	SERVICES	06/17/2026	10738 R	2,783.21
TEXAS HIGH SCHOOL CO	0617	THSCA MEMBERSHIP & COACHING SCHOOL	06/17/2026	10739 R	930.00
THE COLLEGE BOARD	A272249541	AP EXAMS	06/17/2026	10740 R	8,102.00
UNIFIRST CORPORATION	2810754951	Uniforms	06/17/2026	10741 R	66.27
VARSITY FASHIONS	33304401	UNIFORMS	06/17/2026	10742 R	1,584.60
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/04/2026	252600278 A	13,383.87
BLISSITTE, KAREN	0530	ACCOMPANIST FEE	06/04/2026	252600279 A	500.00
Gaona, Dona	#19	PLACE HOLDER- MAY 16TH-31ST Contracted SLP Services	06/04/2026	252600280 A	5,775.00
Hall, Kay	0531	FOOD AND CAKE FOR RETIREMENT PARTY REIMBURSEMENT	06/04/2026	252600281 A	41.90
HIGH SCHOOL	0603	REIMB CK #12761, 12762	06/04/2026	252600282 A	759.00
MSTS RECEIVABLES, LL	Multiple	Multiple Invoices	06/04/2026	252600283 A	175.38
Paez, Lizbeth	0603	RETIREMENT PARTY DECORATIONS REIMBURSEMENT	06/04/2026	252600284 A	60.41

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
Roberts, Angela	0531	PLACE HOLDER- MAY Contracted SLPA	06/04/2026	252600285 A	4,320.00
Tallant, Carol	25/26-10	PLACE HOLDER- MAY Contracted services for Coordinator	06/04/2026	252600286 A	2,342.86
3720 MINERAL WELLS L	INV-24	MAINTENANCE-May 2026	06/10/2026	252600288 A	255.00
ACT	38508	TEST	06/10/2026	252600289 A	507.00
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/10/2026	252600293 A	11,711.56
CARRIER ENTERPRISES,	17074768-0	MAINTENANCE-May 2026	06/10/2026	252600294 A	1,202.73
ENTERPRISE FM TRUST	FBN5658923	LEASE STMT #614394-060326	06/10/2026	252600295 A	21,145.06
Lascsak, Justin	0605	Technology folders (reimbursement)	06/10/2026	252600296 A	472.00
MSTS RECEIVABLES, LL	Multiple	Multiple Invoices	06/10/2026	252600298 A	1,125.91
Schroeder Family Des	130	Faculty T-shirts for next school year	06/10/2026	252600299 A	1,199.25
3720 MINERAL WELLS L	INV-24	Car Wash	06/17/2026	252600305 A	105.00
AMAZON CAPITAL SERVI	Multiple	Multiple Invoices	06/17/2026	252600308 A	836.74
Baker, Jeanne	0617	TRAVEL	06/17/2026	252600309 A	480.40
Barrick, Cheyenne	0617	Conference Meals	06/17/2026	252600310 A	130.00
MSTS RECEIVABLES, LL	Multiple	Multiple Invoices	06/17/2026	252600312 A	1,317.54
AMAZON CAPITAL SERVI	1MVF-XQNW-	SUPPLIES	06/18/2026	252600314 A	86.94
Totals for checks					478,814.94

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
180	CO-CURRICULAR	0.00	0.00	22,479.96	22,479.96
199	GENERAL FUND	0.00	0.00	456,334.98	456,334.98
***	Fund Summary Totals ***	0.00	0.00	478,814.94	478,814.94

***** End of report *****

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
Bullock, Leiana	0531	Mileage Reimbursement	06/10/2026	6686 R	98.03
Fowler, Tammy	0531	Mileage Reimbursement	06/10/2026	6687 R	15.23
Gold Star Foods Inc.	3251814	Commodity Storage	06/10/2026	6688 R	275.00
LABATT FOOD SERVICE	0531	Groceries for Food Service (May)	06/10/2026	6689 R	51,183.76
OAK FARMS DAIRY	0531	Milk and Juice for May	06/10/2026	6690 R	18,578.61
PATINO, PAMELA	0531	Mileage Reimbursement	06/10/2026	6691 R	24.72
PATINO, PAMELA	0531	Mileage Reimbursement	06/10/2026	252600300 A	24.72
PATINO, PAMELA	0531	Mileage Reimbursement	06/10/2026	252600300 V	-24.72
Totals for checks					70,175.35

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
240	FOOD SERVICE	0.00	0.00	70,175.35	70,175.35
***	Fund Summary Totals ***	0.00	0.00	70,175.35	70,175.35

***** End of report *****

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
ALLSTAR CUSTOM APPAR	4576	Field Day T-shirts	06/04/2026	1368 R	2,018.50
BILINGUAL SPEECH SER	2026-MWS-5	PLACE HOLDER- MAY (Private School) Contracted Services	06/04/2026	1369 R	90.00
BRAZOS RIVER RDSPD	172	PLACE HOLDER- INVOICE Tuition Brazos River RDSPD 2025-2026 Tuition for Deaf Education Services JUNE	06/04/2026	1370 R	13,424.00
CDW-G	AJ3N68R	Printer	06/04/2026	1371 R	2,401.43
ELAN FINANCIAL SERVI	0531-23	LASO GRANT CONFERENCE FOR THE ADVANCE OF MATHEMATICS TEACHING 6/23-6/25/2026	06/04/2026	1372 R	1,990.00
ELAN FINANCIAL SERVI	0531-24	LASO GRANT CONFERENCE FOR THE ADVANCE OF MATHEMATICS TEACHING 6/23-6/25/2026	06/04/2026	1372 R	398.00
IMCAT	1369	IMCAT SUMMER INSTITUTE 6/09/26 - 6/10/26 VIRTUAL REGISTRATION LINDSEY WELLS	06/04/2026	1373 R	120.00
Miller Educational S	501	LASO BLUEBONNET LEARNING FOR LEADERS PD 6/9/26 MILLER EDUCATION SERVICES & CONSULTING,LLC	06/04/2026	1374 R	3,000.00
NAPA AUTOMOTIVE PART	484523	Tools	06/04/2026	1375 R	711.19
SURVEYMONKEY.COM, LL	47585018	SURVEY MONKEY RENEWAL 2026-2027	06/04/2026	1376 R	1,440.00
TEXO ABC, AGC INC.	INV-000891	Sponsorship Fee and Student Exams	06/04/2026	1377 R	1,375.00
TIVA	CONF260001	Duren Summer Conference	06/04/2026	1378 R	800.00
Wells, Lindsey	0604	LASO GRANT TRAVEL REIMBURSEMENT LINDSEY WELLS PD BLUEBONNET LEADERSHIP COLLABORATIVE ESC 11	06/04/2026	1379 R	65.25
DeltaMath Solution I	29604	DELTA MATH YEARLY RENEWAL 2026/2027 MW HIGH SCHOOL	06/10/2026	1380 R	2,380.00
The Learning Interne	51749	LEARNING.COM LAMAR HOUSTON YEARLY RENEWAL 2026/2027	06/10/2026	1381 R	8,062.50
THERAPY AND ME	2026-05-MW	PLACE HOLDER- MAY (SPED STUDENT) Contracted Music Therapy	06/10/2026	1382 R	93.25
WEATHERFORD COLLEGE	2077	TEXT BOOKS FOR MWHS FAST DUAL CREDIT STUDENTS	06/10/2026	1383 R	1,229.70
ALLSTAR CUSTOM APPAR	4637	EXTREME DAY SHIRTS	06/17/2026	1384 R	3,237.18
EDUCATION SERVICE CT	3002600494	ESC REGION 11 BTLPT SMALL GROUP TRAINING & FEEDBACK SESSION JUNE 3, 2026 HOUSTON ELEM	06/17/2026	1385 R	1,050.00
FAMOUS MINERAL WATER	3640	FAMOUS MINERAL WELLS WATER COMPANY INVOICE 3640	06/17/2026	1386 R	82.00
FOLLETT CONTENT SOLU	1614883	FOLLETT SOFTWARE DISTRICT WIDE YEARLY RENEWAL 2026/2027	06/17/2026	1387 R	8,771.28
GREAT MINDS PBC	INV282179	LASO GRANT GREAT MINDS PD JUNE 3, 2026 ONSITE	06/17/2026	1388 R	3,500.00
AMAZON CAPITAL SERVI	1CPF-HY9R-	LASO GRANT TRAVIS ELEMENTARY CLASSROOM SUPPLIES AMAZON	06/04/2026	252600287 A	982.20
AMAZON CAPITAL SERVI	1VDQ-JMV9-	LASO GRANT HOUSTON ELEMENTARY CLASSROOM SUPPLIES AMAZON	06/04/2026	252600287 A	676.86
AMAZON CAPITAL SERVI	1DLW-3GJN-	LASO GRANT MWJH CLASS ROOM	06/04/2026	252600287 A	104.40

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK CHE NUMBER TYP</u>	<u>AMOUNT</u>
		SUPPLIES AMAZON			
AMAZON CAPITAL SERVI	1NX6-16WX-	Equipment for various programs	06/10/2026	252600301 A	706.53
AMAZON CAPITAL SERVI	1PH9-HW7G-	Equipment for various programs	06/10/2026	252600301 A	578.31
AMAZON CAPITAL SERVI	1M7L-J4DP-	Geer, Duren, Vigil items	06/10/2026	252600301 A	979.25
AMAZON CAPITAL SERVI	1N66-Q1GK-	Geer, Duren, Vigil items	06/10/2026	252600301 A	220.60
AMAZON CAPITAL SERVI	13WC-6116-	EXTREME DAY SUPPLIES	06/17/2026	252600313 A	828.85
Totals for checks					61,316.28

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
211	TITLE I, PART A	0.00	0.00	1,440.00	1,440.00
224	IDEA-B FORMULA	0.00	0.00	13,607.25	13,607.25
244	CARL PERKINS BASIC FORM. GRANT	0.00	0.00	7,772.31	7,772.31
263	Title III, PART A-ELA	0.00	0.00	1,050.00	1,050.00
270	TITLE V,B,SP 2, RLIS	0.00	0.00	1,229.70	1,229.70
410	STATE TEXTBOOK FUND	0.00	0.00	19,333.78	19,333.78
429	STATE FUNDED SPECIAL REVENUE	0.00	0.00	10,716.71	10,716.71
461	CAMPUS ACTIVITY FUND	0.00	0.00	6,166.53	6,166.53
***	Fund Summary Totals ***	0.00	0.00	61,316.28	61,316.28

***** End of report *****

June 2, 2026
2025-2026 TAX COLLECTIONS
April 30, 2026

MAINTENANCE & OPERATIONS						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTITIVY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 11,129,959.00	\$ 839,119.85	\$ 9,384,267.70	\$ 10,223,387.55	\$ 906,571.45	91.85%
DELINQUENT TAXES	\$ 197,910.00	\$ 17,842.51	\$ 102,256.71	\$ 120,099.22	\$ 77,810.78	60.68%
PENALTY & INTEREST	\$ 220,020.00	\$ 86,435.68	\$ 83,798.75	\$ 170,234.43	\$ 49,785.57	77.37%
GRAND TOTAL	\$ 11,547,889.00	\$ 943,398.04	\$ 9,570,323.16	\$ 10,513,721.20	\$ 1,034,167.80	91.04%

INTEREST & SINKING						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTITIVY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 3,140,253.00	\$ 236,752.77	\$ 2,644,128.61	\$ 2,880,881.38	\$ 259,371.62	91.74%
DELINQUENT TAXES	\$ 66,918.00	\$ 5,466.55	\$ 30,400.24	\$ 35,866.79	\$ 31,051.21	53.60%
PENALTY & INTEREST	\$ 56,006.00	\$ 2,189.35	\$ 25,542.48	\$ 27,731.83	\$ 28,274.17	49.52%
GRAND TOTAL	\$ 3,263,177.00	\$ 244,408.67	\$ 2,700,071.33	\$ 2,944,480.00	\$ 318,697.00	90.23%



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 5/11/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☒ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Water/Electricity/Gas Reports

RECOMMENDED ACTION: It is recommended that the Water/Electricity/Gas Reports be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached utility reports.

FISCAL IMPACT: Variable Cost to District

ATTACHMENTS: Water/Electricity/Gas/Reports

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL: Paul Hearn David TAYLOR

7.13.26 Utilities Cover Doc

Final Audit Report

2026-07-13

Created:	2026-07-06
By:	Lizbeth Paez (lpaez@mwisd.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAd_sIFMolWn0OCbTZWI2ctli83Ofsr_34

"7.13.26 Utilities Cover Doc" History

-  Document created by Lizbeth Paez (lpaez@mwisd.net)
2026-07-06 - 3:13:22 PM GMT
-  Document emailed to Thomas Hearn (phearn@mwisd.net) for signature
2026-07-06 - 3:14:06 PM GMT
-  Email viewed by Thomas Hearn (phearn@mwisd.net)
2026-07-13 - 2:49:04 PM GMT
-  Document e-signed by Thomas Hearn (phearn@mwisd.net)
Signature Date: 2026-07-13 - 2:49:24 PM GMT - Time Source: server - Signature Appearance Selected: IMAGE
-  Document emailed to David TARVER (dtarver@mwisd.net) for signature
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-  Document e-signed by David TARVER (dtarver@mwisd.net)
Signature Date: 2026-07-13 - 3:11:49 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_IMAGE
-  Agreement completed.
2026-07-13 - 3:11:49 PM GMT

Gas

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	793.89	1,007.48	2,358.19	7,490.34	7,750.28	8,307.96	3,800.23	6,344.93	562.20	423.69	457.13	978.53	40,274.85
MW Academy	109.33	113.06	138.11	252.67	322.42	364.83	245.82	89.06	109.77	111.44	109.81	109.75	2,076.07
Junior High	477.98	788.46	2,164.93	3,400.41	3,777.03	4,150.81	2,122.82	1,603.33	446.82	397.52	391.98	600.56	20,322.65
Travis	335.36	557.74	2,449.02	3,874.12	4,165.75	4,574.51	2,680.63	1,282.78	314.28	239.40	239.53	318.46	21,031.58
Houston	353.77	512.42	1,965.92	2,972.40	3,060.42	3,419.13	1,660.07	794.93	1,062.83	670.75	397.74	402.67	17,273.05
Lamar	188.86	280.95	1,554.73	3,416.71	3,331.40	3,705.76	2,002.51	243.61	227.65	174.98	143.74	194.32	15,465.22
DSC	207.28	295.56	1,571.47	2,806.56	2,997.36	3,029.32	1,675.00	209.47	215.91	166.31	170.10	180.28	13,524.62
Transportation	129.38	286.04	736.65	1,476.59	2,114.66	1,718.58	828.72	70.67	281.73	153.31	153.33	154.55	8,104.21
Total	2,595.85	3,841.71	12,939.02	25,689.80	27,519.32	29,270.90	15,015.80	10,638.78	3,221.19	2,337.40	2,063.36	2,939.12	138,072.25

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	887.46	3,266.01	8,341.51	11,504.65	9,518.59	4,407.09	1,345.03	1,245.43	707.08	591.86	596.40	578.54	42,989.65
MW Academy	113.29	156.78	342.48	471.35	442.49	328.59	268.77	231.33	175.01	229.51	230.32	229.51	3,219.43
Junior High	616.98	761.16	3,050.61	5,022.04	4,480.09	1,917.18	881.08	478.05	242.14	271.88	229.51	279.37	18,230.09
Travis	325.56	795.22	4,219.41	7,158.55	6,628.51	2,534.20	1,366.96	466.58	1,042.12	242.09	243.85	260.10	25,283.15
Houston	318.94	431.34	2,590.55	4,516.45	4,830.57	1,673.67	958.05	567.47	350.84	461.69	459.98	462.26	17,621.81
Lamar	199.40	389.02	3,675.66	6,525.04	6,122.16	2,116.33	972.26	491.18	265.48	252.71	244.80	263.32	21,517.36
DSC	168.85	541.45	2,271.14	3,017.46	3,312.93	1,517.96	607.41	339.23	199.03	234.36	233.34	232.75	12,675.91
Transportation	163.16	396.70	1,589.10	2,263.69	1,892.39	853.45	362.04	246.92	222.38	234.36	229.51	231.92	8,685.62
Total	2,793.64	6,737.68	26,080.46	40,479.23	37,227.73	15,348.47	6,761.60	4,066.19	3,204.08	2,518.46	2,467.71	2,537.77	150,223.02

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	624.65	1,127.57	3,691.15	2,317.07	6,360.32	2,553.40	1,479.91	1,055.40	521.74	481.22	491.39	722.29	21,426.11
MW Academy	229.51	248.24	277.63	403.09	434.42	315.41	264.96	240.29	229.51	250.55	249.66	250.46	3,393.73
Junior High	318.73	956.48	1,650.68	2,690.96	3,674.67	1,666.30	941.24	564.66	313.70	260.91	265.48	322.09	13,625.90
Travis	524.42	1,166.92	2,266.53	3,713.15	4,382.67	2,027.74	1,139.10	687.28	496.54	514.21	511.29	532.57	17,962.42
Houston	463.88	813.75	1,654.65	2,918.45	3,423.19	1,908.66	1,220.92	623.65	465.45	501.45	500.32	505.97	15,000.34
Lamar	278.30	965.62	2,228.60	3,627.99	4,288.73	1,837.62	1,034.58	773.15	590.73	465.80	410.20	368.36	16,869.68
DSC	235.34	467.16	1,046.21	1,984.36	2,763.05	1,310.92	666.82	388.78	248.80	251.79	250.66	249.66	9,863.55
Transportation	232.38	385.83	782.74	1,167.41	1,412.83	677.01	407.37	307.01	246.65	279.47	261.63	262.95	6,423.28
Total	2,907.21	6,131.57	13,598.19	18,822.48	26,739.88	12,297.06	7,154.90	4,640.22	3,113.12	3,005.40	2,940.63	3,214.35	104,565.01

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	494.08	883.14	2,771.20	5,260.93	6,985.88	6,145.25	1,838.34	923.84	1,117.08	1,745.15	1,280.27	602.17	30,047.33
MW Academy	249.66	249.66	321.62	370.82	478.00	490.39	403.80	315.47	270.27	269.20	270.24	269.20	3,958.33
Junior High	340.24	410.92	1,239.18	2,239.71	4,017.82	3,137.97	2,206.87	1,386.69	-	-	-	327.02	15,306.42
Travis	572.92	573.01	1,833.79	2,733.15	4,284.84	2,844.15	2,244.73	715.47	624.09	561.60	539.65	544.85	18,072.25
Houston	505.37	514.57	1,449.87	2,218.99	3,234.22	2,573.97	1,158.74	607.10	547.21	540.98	538.40	545.92	14,435.34
Lamar	344.44	484.80	2,367.47	2,328.79	4,679.79	3,553.22	1,143.22	488.62	397.75	360.72	325.03	359.53	16,833.38
DSC	251.67	264.91	1,351.46	1,854.79	3,314.00	2,674.13	742.55	304.71	272.98	271.78	276.64	275.65	11,855.27
Transportation	271.37	320.48	1,067.75	1,750.81	1,923.33	1,348.13	490.80	362.45	313.29	289.83	287.81	290.71	8,716.76
Total	3,029.75	3,701.49	12,402.34	18,757.99	28,917.88	22,767.21	10,229.05	5,104.35	3,542.67	4,039.26	3,518.04	3,215.05	119,225.08

2025-2026	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	666.23	1,006.42	2,112.13	4,067.55	6,776.18	2,266.84	949.21	631.29	454.32	-	-	-	-
MW Academy	269.20	271.45	309.13	368.43	517.24	230.13	262.30	215.91	213.51	-	-	-	-
Junior High	359.74	542.86	-	5,438.95	5,203.20	1,265.16	701.24	469.67	283.69	-	-	-	-
Travis	546.08	675.38	1,849.98	3,569.70	5,555.09	1,952.43	1,133.97	685.01	520.73	-	-	-	-
Houston	549.39	630.42	1,418.78	2,526.40	4,051.39	1,409.44	806.14	507.65	435.08	-	-	-	-
Lamar	355.00	698.80	2,438.44	4,244.23	6,091.32	2,357.94	1,275.01	709.19	347.12	-	-	-	-
DSC	281.29	365.33	1,029.36	2,256.72	3,647.41	881.61	512.45	363.20	284.86	-	-	-	-
Transportation	289.90	323.42	877.12	1,307.00	2,046.43	1,017.25	646.55	431.97	243.90	-	-	-	-
Total	3,316.83	4,514.08	10,034.94	23,778.98	33,888.26	11,380.80	6,286.87	4,013.89	2,783.21	-	-	-	-

Water

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,339.79	2,493.16	2,228.00	2,181.86	2,794.16	2,386.10	2,609.90	2,857.49	3,671.42	1,764.86	1,785.27	2,087.82	29,199.83
Junior High	1,571.80	1,590.57	1,613.19	1,861.45	2,121.11	1,620.86	1,222.66	1,241.69	1,302.94	655.54	625.70	1,439.27	16,866.78
Travis	2,963.35	2,698.82	2,756.45	3,703.37	3,441.66	1,829.39	1,678.94	1,769.01	387.32	366.22	370.44	374.66	22,339.63
Houston	1,019.67	1,014.33	674.94	517.37	515.96	321.95	223.57	230.60	269.99	209.49	213.71	243.26	5,454.84
Lamar	1,361.69	1,372.38	1,218.98	1,150.04	1,271.04	1,111.61	1,191.34	1,320.79	1,458.67	482.22	482.22	1,220.89	13,641.87
DSC	385.10	395.79	444.27	393.61	409.09	283.42	246.69	264.99	264.99	229.81	217.14	353.63	3,888.53
Athletics	2,854.33	2,473.80	6,181.77	9,172.91	2,569.88	1,637.85	2,396.01	3,157.05	4,776.50	7,665.98	5,561.55	5,894.19	54,341.82
Transportation	249.12	274.51	269.62	276.66	249.93	269.62	282.30	256.97	280.88	247.11	268.22	261.18	3,186.12
Total	12,744.85	12,313.36	15,387.22	19,257.27	13,372.83	9,460.80	9,851.41	11,098.59	12,412.71	11,621.23	9,524.25	11,874.90	148,919.42

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,332.67	2,202.51	2,435.77	2,390.33	2,026.37	2,475.28	1,996.54	2,569.91	2,468.00	3,073.93	1,532.56	3,003.08	28,506.95
Junior High	1,358.46	1,347.93	1,055.59	1,062.84	953.10	1,226.19	1,029.36	1,185.03	1,101.28	808.72	667.20	1,038.21	12,833.91
Travis	381.70	385.92	414.27	413.73	407.79	415.22	409.27	416.70	415.22	389.97	395.91	406.31	4,852.01
Houston	303.76	244.66	270.15	294.85	324.55	242.88	266.63	287.42	245.85	220.60	254.75	238.42	3,194.52
Lamar	1,354.56	1,398.17	1,308.57	1,463.49	1,282.31	1,436.75	1,173.91	1,551.10	1,494.68	440.32	364.58	1,766.43	15,034.87
DSC	423.98	433.83	527.38	533.80	349.65	346.68	282.83	312.53	324.41	291.74	248.68	306.59	4,382.10
Athletics	2,885.77	3,923.80	2,799.00	4,390.05	3,018.93	2,136.45	2,096.66	2,248.24	2,013.30	1,985.37	1,674.69	2,462.69	31,634.95
Transportation	238.67	240.08	235.41	263.08	292.78	277.93	245.26	283.88	249.72	267.53	282.38	190.31	3,067.03
Total	9,279.57	10,176.90	9,046.14	10,812.17	8,655.48	8,557.38	7,500.46	8,854.81	8,312.46	7,478.18	5,420.75	9,412.04	103,506.34

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	3,197.70	3,389.40	5,043.76	4,335.73	4,973.59	5,192.06	4,476.48	6,003.88	5,614.58	3,870.27	3,870.27	6,169.75	56,137.47
Junior High	1,253.99	1,290.27	2,093.51	2,694.32	2,581.71	2,290.48	2,150.89	2,484.23	2,144.78	1,299.45	1,299.45	1,375.29	22,958.37
Travis	398.88	403.34	907.04	907.04	909.74	917.83	907.04	912.43	907.04	898.94	898.94	890.85	9,859.11
Houston	238.42	257.72	530.87	549.76	547.06	558.44	605.43	618.93	605.44	589.26	589.26	581.15	6,271.74
Lamar	1,387.75	1,585.25	2,308.98	2,241.54	2,322.48	2,764.94	2,330.57	2,994.29	2,783.84	1,067.91	1,067.91	1,011.25	23,866.71
DSC	294.71	306.59	570.33	551.45	570.33	691.74	591.91	627.00	610.80	532.56	532.56	800.46	6,680.44
Athletics	2,905.55	2,931.57	5,233.81	4,764.15	5,328.45	4,941.84	4,597.57	6,206.79	5,899.58	4,729.22	4,729.22	9,455.40	61,723.15
Transportation	187.35	135.37	221.97	284.03	235.46	262.44	270.54	3,300.40	313.71	216.58	216.58	224.67	5,869.10
Total	9,864.35	10,299.51	16,910.27	16,328.02	17,468.82	17,619.77	15,930.43	23,147.95	18,879.77	13,204.19	13,204.19	20,508.82	193,366.09

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	5,155.93	6,021.83	4,645.99	3,928.10	5,202.26	4,986.19	4,626.15	5,691.21	5,705.29	5,059.46	2,042.18	4,664.39	57,728.98
Junior High	2,500.00	2,689.21	2,127.68	2,069.34	2,377.52	2,549.13	2,064.07	2,849.79	2,228.74	1,362.34	1,204.95	2,045.98	26,068.75
Travis	907.04	915.13	906.46	903.75	903.75	909.18	909.18	922.77	909.18	898.31	892.87	911.91	10,889.53
Houston	5,847.66	6,174.12	6,092.92	5,285.37	6,511.64	6,084.75	3,931.31	2,324.37	2,188.43	1,081.80	673.94	2,144.92	48,341.23
Lamar	2,686.70	2,940.32	2,289.37	2,050.09	2,281.21	2,566.70	2,210.52	2,920.18	2,784.22	976.09	886.37	2,362.78	26,954.55
DSC	678.25	1,080.25	583.77	556.58	610.96	632.70	613.67	684.37	646.30	564.73	583.77	2,500.66	9,736.01
Athletics	6,666.32	14,893.04	6,005.74	3,954.41	4,224.68	4,564.65	6,392.46	4,643.55	4,632.04	5,124.49	7,970.63	12,583.14	81,655.15
Transportation	136.62	283.94	248.93	251.64	335.94	270.68	235.34	227.18	227.18	178.23	170.07	295.15	2,860.90
Total	24,578.52	34,997.84	22,900.86	18,999.28	22,447.96	22,563.98	20,982.70	20,263.42	19,321.38	15,245.45	14,424.78	27,508.93	264,235.10

2025-2026	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	5,256.64	5,215.07	3,917.45	3,583.49	3,656.09	4,441.86	4,479.42	5,697.05	5,482.37				
Junior High	2,714.74	2,679.57	2,324.08	2,251.02	3,191.24	2,560.06	2,291.25	3,172.56	2,393.40				
Travis	890.15	3,308.66	917.29	911.77	911.77	925.57	917.29	928.33	922.81				
Houston	3,520.75	3,056.13	2,224.10	1,815.61	1,633.45	2,182.70	2,061.26	2,099.89	2,290.33				
Lamar	3,260.05	958.13	2,128.18	2,042.62	1,979.14	2,442.82	1,062.82	3,811.78	2,337.95				
DSC	1,100.38	953.55	551.86	604.29	538.05	615.33	372.45	836.13	913.41				
Athletics	8,769.38	8,422.17	9,799.76	4,261.10	5,822.02	5,873.29	7,969.03	4,202.41	7,074.32				
Transportation	210.87	289.71	229.70	224.18	224.19	207.62	271.10	240.75	185.54				
Total	25,722.96	24,882.99	22,092.42	15,694.08	17,955.95	19,249.25	19,424.62	20,988.90	21,600.13	-	c	-	-

Electricity

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	23,818.74	16,129.45	14,900.96	13,689.20	14,570.08	14,862.69	14,588.07	18,728.04	21,068.43	20,114.63	19,384.76	20,276.08	212,131.13
MW Academy	271.30	191.55	170.32	164.44	172.12	173.57	148.27	169.00	221.33	221.23	246.65	248.65	2,398.43
Junior High	9,914.99	7,478.83	6,734.43	6,135.46	7,793.75	8,309.59	7,877.54	6,505.79	7,647.38	7,396.75	8,249.87	9,022.37	93,066.75
Travis	6,715.50	5,211.05	4,369.68	3,955.09	4,222.90	4,632.91	4,419.35	4,367.23	5,983.72	5,294.67	6,217.55	7,403.50	62,793.15
Houston	5,077.31	3,658.97	2,999.58	2,445.22	2,532.47	2,724.95	2,511.84	3,031.15	4,215.30	4,059.72	4,461.80	5,029.44	42,747.75
Lamar	6,595.42	5,184.84	4,510.72	4,120.23	4,032.15	3,565.64	3,529.48	4,613.65	6,143.06	6,017.55	6,940.22	7,631.06	62,884.02
DSC	2,994.60	2,277.19	2,035.15	1,669.48	1,559.88	1,500.94	1,456.47	1,843.72	2,424.74	2,870.28	3,656.93	3,718.98	28,008.36
Athletics	798.70	7,052.23	5,986.71	5,894.56	8,067.09	8,494.95	8,534.19	6,156.99	4,333.43	5,796.87	3,862.25	4,537.03	69,515.00
Transportation	596.28	564.94	523.03	671.40		1,461.26	661.42	502.39	423.22	478.50	481.59	474.79	6,838.82
Total	56,782.84	47,749.05	42,230.58	38,745.08	42,950.44	45,726.50	43,726.63	45,917.96	52,460.61	52,250.20	53,501.62	58,341.90	580,383.41

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	19,533.27	17,005.63	16,786.45	14,031.29	21,872.41	14,984.39	12,603.49	18,933.81	13,709.03	17,631.10	15,769.66	19,198.57	202,059.10
MW Academy	198.77	161.86	175.86	143.59	165.86	142.52	156.20	132.18	183.78	189.27	300.99	347.41	2,298.29
Junior High	8,392.02	6,800.67	7,144.77	6,654.50	7,898.36	7,281.22	5,884.70	5,783.23	6,264.42	6,711.79	8,619.39	10,899.32	88,334.39
Travis	6,909.16	5,374.88	4,341.10	4,394.67	4,392.70	4,284.99	3,741.20	4,039.38	4,757.32	5,595.05	6,440.58	9,003.50	63,274.53
Houston	4,916.77	3,425.24	2,854.53	2,549.01	2,674.16	2,838.47	2,624.04	2,926.75	3,631.40	3,957.98	4,702.04	6,492.18	43,592.57
Lamar	6,801.19	5,327.15	4,440.85	4,496.31	3,823.77	4,208.02	4,439.58	5,061.56	6,307.68	6,629.94	7,143.21	9,266.27	67,945.53
DSC	3,208.13	2,385.87	1,834.35	1,581.62	1,759.59	1,767.44	1,685.49	1,863.31	2,068.36	2,920.20	3,514.48	4,398.67	28,987.51
Athletics	6,847.35	6,387.49	6,875.64	8,190.76	3,530.04	9,530.77	8,524.24	2,419.70	5,104.74	842.73	3,863.46	7,189.24	69,306.16
Transportation	462.45	535.20	673.50	739.00	620.13	710.43		962.10	382.49	458.55	555.07	670.38	6,769.30
Total	57,269.11	47,403.99	45,127.05	42,780.75	46,737.02	45,748.25	39,658.94	42,122.02	42,409.22	44,936.61	50,908.88	67,465.54	572,567.38

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	20,094.76	18,119.52	15,456.54	18,444.83	15,174.36	16,548.46	14,384.04	17,785.80	15,275.55	15,251.93	15,697.79	17,784.46	200,018.04
MW Academy	384.67	275.15	221.74	165.22	178.28	222.83	240.12	195.09	345.56	404.62	396.75	429.92	3,459.95
Junior High	10,246.79	7,744.21	7,080.51	6,839.96	9,227.35	7,561.05	6,018.32	6,288.20	7,309.88	7,336.60	7,646.31	9,558.31	92,857.49
Travis	8,375.77	6,164.37	4,646.89	4,116.45	4,905.51	4,323.38	3,833.01	4,210.65	5,163.32	5,388.70	6,067.76	7,513.51	64,709.32
Houston	6,488.61	4,745.79	3,425.34	2,650.04	3,016.67	2,987.65	2,805.34	3,184.62	3,711.17	4,363.26	4,807.26	5,925.36	48,111.11
Lamar	8,712.70	7,052.94	6,026.03	4,023.07	4,530.44	4,125.85	4,541.64	5,574.52	6,845.79	7,704.75	7,783.65	8,454.69	75,376.07
DSC	3,927.88	3,071.75	2,229.64	1,794.17	1,987.09	1,974.13	1,894.99	2,074.23	2,340.88	2,927.33	3,239.92	3,669.64	31,131.65
Athletics	8,137.75	5,480.59	7,629.46	3,641.38	9,992.26	8,060.88	6,859.95	3,202.72	5,479.84	5,234.37	4,016.62	5,425.37	73,161.19
Transportation	600.20	542.36	638.28	558.25	795.57	566.32	497.27	549.39	438.07	470.40	612.89	651.07	6,920.07
Total	66,969.13	53,196.68	47,354.43	42,233.37	49,807.53	46,370.55	41,074.68	43,065.22	46,910.06	49,081.96	50,268.95	59,412.33	595,744.89

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	22,193.07	17,526.12	15,501.14	16,122.24	15,781.94	16,401.16	14,147.49	13,583.28	17,363.83	18,959.73	14,837.95	15,756.63	198,174.58
MW Academy	476.21	379.44	320.29	310.31	165.19	303.65	319.50	295.63	322.00	301.17	315.37	354.34	3,863.10
Junior High	9,033.13	7,093.17	6,217.19	6,759.81	8,080.76	8,362.18	7,036.96	6,401.79	6,734.80	6,609.59	7,203.83	8,305.61	87,838.82
Travis	7,560.61	5,779.49	5,186.37	4,033.10	4,652.73	5,027.17	4,077.91	4,648.72	5,314.55	6,041.69	6,240.20	7,825.77	66,388.31
Houston	5,353.77	4,147.34	3,829.41	3,083.58	3,351.74	3,660.31	2,803.37	3,670.70	4,123.18	4,707.66	4,984.99	5,626.92	49,342.97
Lamar	7,804.22	6,004.42	5,240.47	4,682.51	4,324.59	5,016.64	4,813.42	5,176.87	5,678.58	6,495.45	6,348.47	7,408.35	68,993.99
DSC	3,322.64	2,611.49	2,375.77	1,780.50	1,964.24	2,155.31	1,937.67	2,055.48	2,443.46	2,950.00	3,282.21	3,331.99	30,210.76
Athletics	1,865.07	5,619.96	5,147.06	5,914.07	7,840.33	9,267.41	6,179.37	5,588.74	2,323.37	823.68	4,155.62	5,022.04	59,746.72
Transportation	462.93	454.68	540.06	578.82	662.27	755.29	526.55	533.45	443.73	434.14	472.94	492.63	6,357.49
Total	58,071.65	49,616.11	44,357.76	43,264.94	46,823.79	50,949.12	41,842.24	41,954.66	44,747.50	47,323.11	47,841.58	54,124.28	570,916.74

2025-2026	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	16,574.59	15,599.60	13,525.91	13,008.74	12,257.04	12,222.07	12,571.06	13,204.44	14,436.91				
MW Academy	403.91	372.89	264.78	213.17	238.59	178.60	212.92	277.28	329.06				
Junior High	8,593.61	7,958.77	6,427.85	7,258.15	7,274.80	7,443.30	6,273.31	6,773.93	7,259.70				
Travis	7,813.32	6,915.19	4,849.95	4,685.19	4,726.06	4,746.19	5,441.20	5,283.99	6,051.71				
Houston	5,178.65	4,780.16	3,335.21	2,768.06	2,650.66	2,775.21	5,273.28	3,494.93	4,325.17				
Lamar	7,404.39	6,695.77	5,264.85	4,941.23	4,743.99	4,758.17	2,936.29	5,761.68	6,387.13				
DSC	3,315.07	2,930.48	2,083.13	1,893.95	1,876.95	2,026.43	2,086.37	2,251.59	2,436.37				
Athletics	6,177.46	6,067.93	5,258.95	8,084.29	8,308.29	9,941.59	7,867.29	5,693.17	4,976.91				
Transportation	492.18	455.13	526.68	738.62	672.49	748.51	586.69	480.54	429.67				
Total	55,953.18	51,775.92	41,537.31	43,591.40	42,748.87	44,840.07	43,248.41	43,221.55	46,632.63	-	-	-	-



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☒ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Investment Report

RECOMMENDED ACTION:

It is recommended that the Investment Report be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

Board Policy CDA(LOCAL)

OVERVIEW:

The Superintendent or designees, Paul Hearn or Dorinda Brown, shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis. In addition to the quarterly report required by law and signed by the District's investment officer a comprehensive report on the investment program and activity shall be presented annually to the Board.

FISCAL IMPACT:

N/A Reporting Only

ATTACHMENTS:

Investment Report

DEPARTMENT(S) SUBMITTING FORM:

Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

Paul Hearn

David TAYLOR

7.13.26 Investment Cover DOc

Final Audit Report

2026-07-13

Created:	2026-07-03
By:	Lizbeth Paez (lpaez@mwisd.net)
Status:	Signed
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"7.13.26 Investment Cover DOc" History

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BOARD OF TRUSTEES Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)**Academic Goals**

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☒ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Action Regarding the Minutes of the June 8, 2026, Regular and June 15, 2026 Special Meeting of the Board of Trustees

RECOMMENDED ACTION: It is recommended that the June 8, 2026, Regular and June 15, 2026 Special Meeting of the Board of Trustees be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): BE(LOCAL)

OVERVIEW:

Review and approve minutes from June 8, 2026, Regular and June 15, 2026 Special Meeting of the Board of Trustees.

FISCAL IMPACT: N/A

ATTACHMENTS: Minutes

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: David TARNER

Signature: 

Email: phearn@mwisd.net

7.13.26 Minutes Cover Doc

Final Audit Report

2026-07-13

Created:	2026-07-03
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**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 8, 2026
TIME: 5:30 p.m.

Board Members Present: Scott Aaron - Place 1
Brandon Hons, Vice President - Place 2
Joe Ruelas - Place 3
Donna Henderson, Secretary - Place 4
Sunny Lee - Place 5
Zane Bell - Place 6
Maria Jones, President - Place 7

Board Members Absent:

Central Administrators Present: David Tarver, Superintendent
David Well, Assistant Superintendent of Student Services
Natalie Griffin, Assistant Superintendent of Human Resources
Anggie Myrick, Executive Director of Accountability
Justic Lascsak, Director of Technology
Karyn Bullock, Director of Communications

Call to Order/Establish Quorum: The regular meeting was called to order at 5:30 p.m. by Maria Jones, President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Oath of Office for Elected Board Member Lizbeth Paez, Board Secretary and Notary Public, administered the Oath of Office to newly elected trustees Zane Bell (Place 6) and Maria Jones (Place 7). Following the administration of the oath, each trustee read and signed the Statement of Officer.

Board Internal Organization During Board Internal Organization, the Board of Trustees reorganized officer positions for the upcoming term.

President: A motion was made Sunny Lee moved and Donna Henderson seconded a motion to approve to elect Maria Jones as Board President. The motion passed 7-0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Absent, and Maria Jones – Yes.
Vice President: A motion was made Maria Jones moved and Joe Ruelas seconded a motion to approve to elect Brandon Hons, Vice President. The motion passed 7-0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Absent, and Maria Jones – Yes.

Secretary: A motion was made Sunny Lee moved and Maria Jones seconded a motion to approve to elect Donna Henderson, Secretary. The motion passed **7-0** with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Absent, and Maria Jones – Yes.

Board Workshop/Dinner:

The Board workshop started at 5:42p.m. and ended at 6:41 p.m. No action was taken during workshop.

**Closed Session – Texas
Government Code 551.074:**

The Board adjourned into closed session at 6:41 p.m. No action was taken during closed session.

Open Session:

The Board reconvened in open session at 7:05 p.m.

Prayer

Donna Henderson opened the meeting with prayer.

Pledges – U.S./Texas

The Board led the audience in the Pledges of Allegiance.

**Mission and Vision
Statements**

Joe Ruelas read the Mission and Vision Statement.

Newly elected Board President Maria Jones conducted the roll call and announced the presence of a quorum.

Public Comment

No Public Comment

Special Recognition

The Baseball and Softball recognition item was included on the original agenda; however, due to a last-minute change, the item was not presented during the meeting.

President's Report

Board President Maria Jones expressed her appreciation to outgoing Board President Sunny Lee for her commitment, dedication, and service to the district and the Board of Trustees. She thanked Ms. Lee for her leadership and contributions during her tenure as Board President. Maria Jones also announced that several Board members will be attending the Summer Leadership Institute (SLI) Conference in Fort Worth.

Superintendent's Report

Superintendent David Tarver reviewed the district's year-end attendance data and discussed opportunities to further encourage and incentivize strong student attendance across the district as we ended at 92.42%. He also recognized the Junior High campus for its outstanding efforts and success in promoting student attendance throughout the school year.

Action Items:

Consent Agenda Items:

- A. Monthly Financial Reports and Accounts Payable Listing
- B. Water/Electricity/Gas Reports
- C. Investment Report
- D. Interlocal Agreement for Palo Pinto Assessment and Collection Services
- E. Proposed Budget Calendar
- F. Minutes of the May 11, 2026, Regular Board Meeting of Trustees

Joe Ruelas moved and Scott Aaron seconded a motion to approve the consent agenda items as presented (See attachments) and Board President Maria Jones announced that the investment item would not be presented for approval at the current meeting and stated that it will instead be included on the agenda for the July Board meeting. ***The motion passed 7–0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes***

Information Only: Student Performance for Students Receiving Special Education Services

Kendra Fowler, Director of Special Education, provided an overview of House Bill 568, noting legislative requirements for a public meeting to discuss the performance of students receiving special education services. During the presentation, Crystal Damron and Kendra Fowler highlighted information regarding the Read 180 program. Mrs. Damron shared that she has implemented Read 180 at the high school for over 20 years. The program was described as a research-based literacy intervention designed to support struggling readers in making measurable academic progress, with both presenters emphasizing the importance of effective literacy intervention. Kendra Fowler also discussed student data and how the team utilizes data-driven practices to support and refine the program, contributing to its overall success for students.

Discuss, Consider and Take Any Necessary Action Regarding Accepting a Shared Services Arrangement Agreement with Brazos River Regional Day School Program for the Deaf

Scott Aaron moved and Brandon Hons seconded a motion to approve the Acceptance of the Shared Services Arrangement Agreement with Brazos River Regional Day School Program for the Deaf. (See attachments) ***The motion passed 7–0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes***

Discuss, Consider and Take Any Necessary Action Regarding the Purchase of Cohesity Backup Solution

Donna Henderson moved and Scott Aaron seconded a motion to approve the Purchase of Cohesity Backup Solution. (See attachments) ***The motion passed 7–0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes***

Discuss, Consider, and Take Any Necessary Action Regarding the Optional Flexible School Day Program Application 2026-2027

Scott Aaron moved and Donna Henderson seconded a motion to approve the Optional Flexible School Day Program Application 2026-2027. (See attachments) ***The motion passed 7–0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes***

Discuss, Consider, and Take Any Necessary Action

Zane Bell moved and Sunny Lee seconded a motion to approve the acceptance of a donation from AMR to the welding program, estimated value of \$13,000.00. (See attachments) ***The motion passed 7–0 with the following votes: Sunny Lee – Yes,***

Regarding the Acceptance of a Donation from AMR to the Welding Program, Estimated Value of \$13,000.00

Discuss, Consider and Take Any Necessary Action Regarding the Nomination of Board Member for TASB Board of Directors, Region 11 Position C

Discuss, Consider, and Take Any Necessary Action Regarding the Approval of Localized Policy Manual Update 127

Information Only:

Action Item:
Vote on Closed Session Items

Adjournment

Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes

The Board discussed the item and took **no action**. It was determined that the Board would not submit a nomination or participate in the nomination process at this time. (See attachments)

Brandon Hons moved and Sunny Lee seconded a motion to approve the adoption Localized Policy Manual Update 127 with a change to Board Policy EHBG(LOCAL). (See attachments) *The motion passed 7-0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes*

Superintendent David Tarver provided updates on district activities, including End-of-Course (EOC) testing, summer school programs, and summer camps. He also noted that district staff are in the process of wrapping up the school year.

No action items were considered or voted on during Closed Session.

Upon a motion by Joe Ruelas and seconded by Scott Aaron, the meeting was adjourned at 7:44 p.m. *The motion passed 7-0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Yes, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes*


Maria Jones, President


Donna Henderson, Secretary



**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: June 15, 2026
TIME: 12:00 p.m.

Board Members Present: Brandon Hons, Vice President - Place 2
Joe Ruelas - Place 3
Donna Henderson, Secretary - Place 4
Sunny Lee - Place 5
Zane Bell- Place 6
Maria Jones, President - Place 7

Board Members Absent: Scott Aaron - Place 1

Central Administrators Present: David Tarver, Superintendent
David Wells, Assistant Superintendent of Student Services
Natalie Griffin, Assistant Superintendent of Human Resources

Call to Order/Establish Quorum: The regular meeting was called to order at 12:01 p.m. by Maria Jones, President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Board Workshop/Lunch: The Board workshop started at 12:02p.m. and ended at p.m. No action was taken during workshop.

Closed Session – Texas Government Code 551.074: The Board adjourned into closed session at 12:07 p.m. No action was taken during closed session.

Open Session: The Board reconvened in open session at 12:12 p.m.

Public Comment No Public Comment

Discuss, Consider and Take Any Necessary Action Regarding the Employment Contract and Hiring of the Disciplinary Alternative Education Program (DAEP) Principal for the 2026–2027 school year The Board determined that Agenda Items 6 and 7 were redundant, as both items addressed the same matter. Therefore, the Board took NO ACTION under Agenda Item 6.

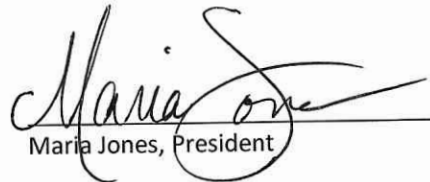
Action Item:

Vote on Closed Session Items

Joe Ruelas moved and Donna Henderson seconded a motion to approve the employment contract and hiring of the DAEP Principal for the 2026–2027 school year as discussed in Closed Session. ***The motion passed 6–0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Absent, Brandon Hons – Yes, Joe Ruelas – Yes, and Maria Jones – Yes***

Adjournment

Upon a motion by Joe Ruelas and seconded by Brandon Hons, the meeting was adjourned at 12:15 p.m. ***The motion passed 6-0 with the following votes: Sunny Lee – Yes, Zane Bell – Yes, Donna Henderson – Yes, Scott Aaron – Absent, Brandon Hons – Yes, Joe Ruelas – Yes, Maria Jones – Yes***



Maria Jones, President



Donna Henderson, Secretary



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☒ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☒ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☐ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Acceptance of Donation to the Mineral Wells ISD Drone Program

RECOMMENDED ACTION: It is recommended that the board approve the donation for the Drone Program as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): CDC(LOCAL)

OVERVIEW:

The donation to support the district's drone program and participation in the Bell Vertical Robotics Competition. A company connected through local industry contacts has offered to donate approximately \$8,000 to cover competition costs for next year. The students would build, program, and fly drones as part of the competition

FISCAL IMPACT: N/A

ATTACHMENTS: N/A

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: Deann Hampton

David TAYLOR

7.13.26 Drone Program Donation Cover Doc

Final Audit Report

2026-07-08

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"7.13.26 Drone Program Donation Cover Doc" History

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BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☒ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
- ☐ Fiscal Responsibility
- ☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2026-2027 Innovative Courses List

RECOMMENDED ACTION: It is recommended that the 2026-2027 Innovative Courses list in the Texas Education Data Standards be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): TAC §74.27

OVERVIEW:

Innovative Courses allow districts to offer state-approved innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit only. A district does not need apply to the agency to offer an approved innovative course.

Mineral Wells ISD seeks approval to offer Innovative Courses, approved by the state, upon identification of a need/interest in such field.

FISCAL IMPACT: N/A

ATTACHMENTS: Innovative Course List

DEPARTMENT(S) SUBMITTING FORM: Accountability

DEPARTMENT SIGNATURE/APPROVAL: *Aji Malik*

David TAYLOR

7.13.26 Innovative Course List Cover Doc

Final Audit Report

2026-07-03

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List of Approved Innovative Courses 2026–2027

The following is a list of approved innovative courses for the 2026–2027 school year. School districts and open-enrollment charter schools wishing to offer innovative courses must have the approval of their board of trustees and implement the course as written ([19 Texas Administrative Code \(TAC\) §74.27\(a\)\(7\)](#)). Innovative courses may only be used to meet state elective credit and are not approved to meet any other requirement for graduation ([19 TAC 74.11\(h\)](#)).

For questions related to innovative courses, please submit a [curriculum help desk ticket](#) on the [TEA website](#).

Career and Technical Education (CTE)

Course	Content Area	Course Code	Abbreviation	Credits
Advanced Instrument and Electrical	CTE	N1303901	ADVINELEC	1.00
Advanced Legal Skills and Professions	CTE	N1303016	ADVLSP	1.00
Advanced Shipboard Engineering	CTE	N1304667	ADVSE	1.00
Advanced Video Game Programming	CTE	N1300995	ADVIDEOGP	1.00
Allied Health Therapeutic Services	CTE	N1302120	ALLHTS	1.00
Applied Nutrition and Dietetics	CTE	N1302541	APPNUTR	1.00
Aviation Ground School	CTE	N1304675	AVIAGS	1.00
Barbering I	CTE	N1302534	BARBER1	3.00
Barbering II	CTE	N1302535	BARBER2	3.00
Biomedical Innovation	CTE	N1302095	BIOINN	1.00
Clinical Ethics	CTE	N1302121	CLINETH	1.00

Course	Content Area	Course Code	Abbreviation	Credits
Computer Aided Drafting for Architecture	CTE	N1300429	CAD4ARCH	1.00
Computer Integrated Manufacturing	CTE	N1303748	CIM	1.00
Concepts of Distribution and Logistics Technology	CTE	N1303800	DISTLOG	1.00
Dental Anatomy and Physiology	CTE	N1302122	DENAP	1.00
Dental Equipment and Procedures	CTE	N1302130	DENTEP	1.00
Esthetics	CTE	N1302533	ESTHE	2.00
Forensic Psychology	CTE	N1303012	FORENSPSY	1.00
Fundamentals of Real Estate	CTE	N1301120	FUNDRE	2.00
General Employability Skills	CTE	N1270153	GEMPLS	1.00
Human Body Systems	CTE	N1302093	HUMBODSY	1.00
Imaging Technology I	CTE	N1302123	IMGTEC1	1.00
Imaging Technology II	CTE	N1302131	IMGTEC2	2.00
Internetworking Technologies I	CTE	N1302803	INTNET1	1.00
Internetworking Technologies II	CTE	N1302804	INTNET2	1.00
Introduction to Aerospace and Aviation	CTE	N1304672	INTAEAVI	1.00
Introduction to C# Programming Applications	CTE	N1302812	INTCPA	1.00
Introduction to Dental Science	CTE	N1302101	DNTSCI	1.00
Introduction to Film Interpretation of Weldments	CTE	N1303687	INTFMWLD	1.00
Introduction to Imaging Technology	CTE	N1302102	IMGTECH	1.00
Introduction to Instrumentation and Electrical	CTE	N1303900	INSTELEC	1.00
Introduction to Shipboard Engineering	CTE	N1304666	INTSE	1.00

Course	Content Area	Course Code	Abbreviation	Credits
Introduction to Unmanned Aerial Vehicles (UAV) Flight	CTE	N1304670	PRINUAV	1.00
Kinesiology I	CTE	N1302104	KINES1	1.00
Kinesiology II	CTE	N1302124	KINES2	1.00
Maritime Science I	CTE	N1304662	MSCI1	1.00
Maritime Science II	CTE	N1304663	MSCI2	1.00
Medical Intervention Evaluation and Research	CTE	N1302125	MEDINEV	1.00
Medical Interventions	CTE	N1302094	MEDINT	1.00
Microbiology and Safety for Cosmetology Careers	CTE	N1302540	MICRCOS	1.00
Nail Care, Enhancements and Spa Services	CTE	N1302531	NCESS	2.00
Occupational Safety & Environmental Technology II	CTE	N1303681	OSET2	1.00
Occupational Safety & Environmental Technology III	CTE	N1303682	OSET3	2.00
Parenting Education I	CTE	N1302536	PAED1	1.00
Parenting Education II	CTE	N1302537	PAED2	1.00
Physical Therapy I	CTE	N1302128	PHYTHER1	1.00
Physical Therapy II	CTE	N1302134	PHYTHER2	1.00
Pipefitting Technology I	CTE	N1300425	PIPETEC1	1.00
Pipefitting Technology II	CTE	N1300426	PIPETEC2	1.00
Pipefitting Technology Lab I	CTE	N1300427	PIPETECL1	2.00
Pipefitting Technology Lab II	CTE	N1300428	PIPETECL2	2.00
Practicum in Energy	CTE	N1303910	PRACENRG	2.00
Principles of Allied Health	CTE	N1302105	ALLHLTH	1.00
Principles of Biomedical Science	CTE	N1302092	PRBIOSCI	1.00
Principles of Community Service	CTE	N1302542	COMMSERV	1.00
Principles of Diagnostic Healthcare	CTE	N1302106	DIGHLTH	1.00

Course	Content Area	Course Code	Abbreviation	Credits
Principles of Exercise Science and Wellness	CTE	N1302107	EXSCIWL	1.00
Principles of Health Informatics	CTE	N1302108	HLTHINF	1.00
Principles of Maritime Science	CTE	N1304661	PRMSCI	1.00
Principles of Nursing Science	CTE	N1302109	NURSSCI	1.00
Principles of Therapeutic Health Care	CTE	N1302110	THERHLTH	1.00
Programmable Logic Controller I	CTE	N1303689	PROLGCNT1	1.00
Programmable Logic Controller II	CTE	N1303690	PROLGCNT2	1.00
Quality Assurance for Biosciences	CTE	N1303771	QABIOS	1.00
Sheet Metal Technology	CTE	N1300430	SHTMTL	1.00
Social and Community Service	CTE	N1302543	SOC COM	1.00
Sports and Entertainment Marketing II	CTE	N1303422	SPORTEM2	0.50
Student to Industry Connection	CTE	N1270154	ST2INDCN	1.00
Texas Prefreshman Engineering Program II	CTE	N1303753	TXPRENG2	1.00
Texas Prefreshman Engineering Program III	CTE	N1303754	TXPRENG3	1.00
Texas Prefreshman Engineering Program IV	CTE	N1303755	TXPRENG4	1.00
Tourism Marketing Concepts and Applications	CTE	N1302270	TOURMRKT	1.00
Video Game Programming	CTE	N1300994	VIDEOPR	1.00

Foundation

(Bilingual/ESL, English Language Arts and Reading, Mathematics, Science, Social Studies)

Course	Content Area	Course Code	Abbreviation	Credits
Elements of Data Science	Math	N1110035	ELEMDSCI	1.00
Ethnic Studies: American Indian/Native Studies	Math	N1110021	LINALG	0.50
Introduction to Renewable Energy	Math	N1110018	MULTCAL	1.00
Linear Algebra	Math	N1110030	STLNHSM	1.00
Multivariable Calculus	Science	N1120042	RENEWEN	1.00
School to College	Social Studies	N1130030	ESAINS	1.00
Strategic Learning for High School Math	Social Studies	N1130029	SCH2COL	0.50

Enrichment

(Fine Arts, Health, Physical Education, Technology Applications)

Course	Content Area	Course Code	Abbreviation	Credits
Acting for the Camera	Fine Arts	N1170193	ACT4CAM	1.00
Acting Methods	Fine Arts	N1170123	ACTMET1	1.00
Acting Styles: Classical/Commedia	Fine Arts	N1170124	ACTMET2	1.00
Acting Styles: Realism/Post-war	Fine Arts	N1170125	ACTMET3	1.00
Dance Appreciation	Fine Arts	N1170195	DANCAPP	1.00
Forensic Art	Fine Arts	N1170190	FORART	1.00
Integration of Abilities: Exercises for Creative Growth	Fine Arts	N1170186	INTAB	0.50
Physical Theatre I	Fine Arts	N1170180	PHYTHE1	1.00
Physical Theatre II	Fine Arts	N1170181	PHYTHE2	1.00
Piano Technician I	Fine Arts	N1170197	PIATEC1	1.00
Piano Technician II	Fine Arts	N1170198	PIATEC2	1.00
Piano Technician III	Fine Arts	N1170199	PIATEC3	1.00
Piano Technician IV	Fine Arts	N1170200	PIATEC4	1.00

Other Electives

Course	Content Area	Course Code	Abbreviation	Credits
Advancement Via Individual Determination (AVID) I	Other	N1290001	AVID1	1.00
Advancement Via Individual Determination (AVID) II	Other	N1290002	AVID2	1.00
Advancement Via Individual Determination (AVID) III	Other	N1290030	AVID3	1.00
Advancement Via Individual Determination (AVID) IV	Other	N1290033	AVID4	1.00
Braille	Other	N1100505	BRAILLE	1.00
College Transition	Other	N1290050	CLGTRN	1.00
Community Transportation	Other	N1304660	COMTRNS	0.50
G/T Interdisciplinary Study Mentorship I	Other	N1290309	GTISM	1.00
G/T Interdisciplinary Study Mentorship II	Other	N1290313	GTISM2	1.00
G/T Interdisciplinary Study Mentorship III	Other	N1290317	GTISM3	1.00
G/T Interdisciplinary Study Mentorship IV	Other	N1290318	GTISM4	1.00
IB Business and Management Higher Level	Other	N1290326	IBMNTHL	1.00
IB Business and Management Standard Level	Other	N1290325	IBMNTSL	1.00
IB Theory of Knowledge	Other	N1290322	IBTOK	1.00
Leadworthy the Course	Other	N1290012	LDWRTY	0.50
Logic I	Other	N1290100	LOGIC1	0.50
Logic II	Other	N1290101	LOGIC2	0.50
Making Connections I	Other	N1290332	MAKECON1	0.50
Making Connections II	Other	N1290333	MAKECON2	0.50
Making Connections III	Other	N1290334	MAKECON3	0.50

Course	Content Area	Course Code	Abbreviation	Credits
Making Connections IV	Other	N1290335	MAKECON4	0.50
Methodology for Academic and Personal Success (MAPS)	Other	N1130021	MAPS	1.00
Multilingual Acculturation Studies for Newcomers	Other	N1290062	MULTILAS	0.50
Navigating Life with Hearing Loss	Other	N1290330	NAVLOSS	1.00
Path College Career I	Other	N1290051	PATHCC1	1.00
Path College Career II	Other	N1290052	PATHCC2	1.00
Path College Career III	Other	N1290053	PATHCC3	1.00
Path College Career IV	Other	N1290054	PATHCC4	1.00
Peer Assistance and Leadership (PAL®) I	Other	N1290005	PAAL1	1.00
Peer Assistance and Leadership (PAL®) II	Other	N1290006	PAAL2	1.00
Peer Assistance for Students with Disabilities	Other	N1290203	PASWD1	0.50
Sports Medicine I	Other	N1150040	SPORTMD1	1.00
Sports Medicine II	Other	N1150041	SPORTMD2	1.00
Sports Medicine III	Other	N1150044	SPORTMD3	1.00
Student Leadership	Other	N1290010	STULEAD	1.00
Team Sport Officiating	Other	N1160012	TEAMOFF	1.00



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☒ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
☐ Fiscal Responsibility
☒ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding Approval of the 2026-2027 Student Code of Conduct

RECOMMENDED ACTION: It is recommended that the 2026-2027 Student Code of Conduct be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): TEC Chapter 37

OVERVIEW:

The Student Code of Conduct is the District's response to requirements of Chapter 37: Discipline; Law and Order of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. The code provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

FISCAL IMPACT: N/A

ATTACHMENTS: Student Code of Conduct

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL: David Wells

David TAYLOR

7.13.26 Student Code of Conduct Cover Doc

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**MINERAL WELLS ISD
STUDENT CODE OF CONDUCT
2026-2027**



Student Code of Conduct

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Student Code of Conduct

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at dwells@mwisd.net or (940)325-6404.

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by [Chapter 37](#) of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Mineral Wells ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under [Chapter 37](#) of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law ([Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973](#)) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006, 37.007, or 37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

School District Authority and Jurisdiction

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.mwisd.net.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs) and security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are: provide services consistent with the terms of the agreement (with the local law enforcement agency), comprehensive safety programs, and Board policy.

The law enforcement duties of district security personnel are: follow the guidance and direction of the safety protocol and procedures of their respective campus.

School District Authority and Jurisdiction

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

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

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

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

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.

General Conduct Violations

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;

General Conduct Violations

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for "paraphernalia."]

General Conduct Violations

- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See Glossary for "abuse."]
- Abuse over-the-counter drugs. [See Glossary for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for "under the influence."]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

General Conduct Violations

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.

Discipline Management Techniques

- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Discipline Management Techniques

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

Discipline Management Techniques

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

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

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at mwsd.net

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

Removal from the School Bus

A bus driver may refer a student to the transportation director or the CBC's office to maintain effective discipline on the bus. The transportation director, under the direction of the CBC, will employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus-riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the [Education Code](#) requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Removal from the Regular Educational Setting

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

Out-of-School Suspension

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 6 and secondary classification shall be grades 7-12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]

Disciplinary Alternative Education Program (DAEP) Placement

- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault [see Glossary] under [Penal Code 22.01\(a\)\(1\)](#).
 - Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in

Disciplinary Alternative Education Program (DAEP) Placement

Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code sections 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Disciplinary Alternative Education Program (DAEP) Placement

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

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

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Disciplinary Alternative Education Program (DAEP)

Placement

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by [Section 52.04 of the Family Code](#).

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Disciplinary Alternative Education Program (DAEP) Placement

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.mwisd.net

Appeals shall begin at Level One with the campus principal.

Disciplinary Alternative Education Program (DAEP) Placement

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

Disciplinary Alternative Education Program (DAEP) Placement

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Disciplinary Alternative Education Program (DAEP) Placement

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision. [See Glossary for "under the influence."]

Expulsion

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Expulsion

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the [federal Gun Free Schools Act](#) does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. [see Glossary]
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

Expulsion

- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or\(e\)](#).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Expulsion

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or his/her designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Expulsion

Not later than the second business day after the hearing, the superintendent or his/her designee shall deliver to the juvenile court a copy of the expulsion order and the information required by [Section 52.04 of the Family Code](#).

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

Expulsion

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with

Expulsion

[Education Code 37.0081](#), a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been charged with engaging in conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Expulsion

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by [Penal Code 29.03\(a\)](#) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older; or
 - b. A disabled person.

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by [Penal Code 46.01](#) as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town;
 - (2) Knowing that it is insured against damage or destruction;
 - (3) Knowing that it is subject to a mortgage or other security interest;
 - (4) Knowing that it is located on property belonging to another;
 - (5) Knowing that it has located within it property belonging to another;
or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another; or

Glossary

- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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 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.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by [Penal Code 46.01](#) as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by [Penal Code 46.01](#) as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person

Glossary

with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in [Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act](#). The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by [Agriculture Code 121.001](#), or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by [Penal Code 71.01](#) as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by [Education Code 37.0832](#) as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by [Health and Safety Code 483.001](#) as a device or a drug that is unsafe for self-medication and that is not included in [Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act](#). The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by [Section 71.0021 of the Family Code](#).

Deadly conduct under [Penal Code 22.05](#) occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

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

Glossary

or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by [Penal Code 46.01](#) as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under [Penal Code 42.06](#) occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by [federal law \(18 U.S.C. 921\(a\)\)](#) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by [Penal Code 46.01](#) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects

Glossary

another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in [Education Code 37.001\(b\)\(2\)](#); or

3. Conduct that is punishable as a crime under [Penal Code 42.07](#), including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

1. Any type of physical brutality;

Glossary

2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by [Penal Code 46.01](#) as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by [Penal Code 21.08](#) as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by [Civil Practices and Remedies Code 98B.001](#) and [Penal Code 21.16](#) as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by [Penal Code 46.01](#) is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Glossary

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon; or
 - b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by [Penal Code 21.07](#) as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in [Education Code 37.121\(d\)](#) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Glossary

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code Section 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by [Penal Code 46.01](#) as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;

Glossary

3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by [Penal Code 46.01](#) as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);

Glossary

- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☒ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☒ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☐ Promote Community/School Partnerships
- ☐ Fiscal Responsibility
- ☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the 2026-2027 Teacher Appraisal Calendar and the T-TESS Appraiser List

RECOMMENDED ACTION: It is recommended that the 2026-2027 Teacher Appraisal Calendar and the T-TESS Appraiser List be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy DNA(LEGAL), DNA(LOCAL)

OVERVIEW:

A District shall establish a calendar for teacher appraisals and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of the teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The appraisal calendar shall:

Exclude observations in the two weeks after the day of completion of T-TESS orientation in school years when an orientation is required: and Indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students. 19 TAC 150.1003(d).

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. Education Code 21.352(d); 19 TAC 150.1003(c) The District shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

FISCAL IMPACT: N/A

ATTACHMENTS: Teacher Appraisal Calendar/Teacher Appraiser List

DEPARTMENT(S) SUBMITTING FORM: Assistant Superintendent/Human Resources

DEPARTMENT SIGNATURE/APPROVAL: Natalie J. Jefferson

David TAYLOR

7.13.26 T-PESS Appraisers and Teacher Apraisal Calendar Cover Doc

Final Audit Report

2026-07-07

Created:	2026-07-06
By:	Lizbeth Paez (lpaez@mwisd.net)
Status:	Signed
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"7.13.26 T-PESS Appraisers and Teacher Apraisal Calendar Cover Doc" History

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Mineral Wells Independent School District 2026-2027

T-TESS Appraisers

Natalie Griffin

Kendra Fowler

David Wells

Lindsey Wells

Shanna Spillers

Courtney Smith

Stefany Johnston

Kelly Wilson

Eric Rivas

Steven Parkman

Lori Box

Nichole Gray

Michael Carmichael

Melissa Murphy

Jaycee Roach

Courtney Marshall

Rhonda Mack

Dianna Leggett

Melony Mings

Esteban Flores

Mineral Wells ISD
Teacher Appraisal Calendar
2026 - 2027

T-TESS Teacher Orientation training on	July 28, 2026
Last Day to submit Goal Setting and Professional Development Plan (GSPD), and Complete GSPD Conference	September 9, 2026 (New Teachers)
Formal Observation Period begins • Must be scheduled within a 1-week window • Post-Conference - o Must be within 10 business days of the observation.	August 13, 2026 (New Teachers)
Formal Observation Period ends	April 6, 2027
End of Year Conference, held by • Written Summative Annual Appraisal Report - o within 10 working days of EOY conference	April 30, 2027



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☒ Promote Community/School Partnerships
☐ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider and Take Action Necessary Regarding the Adoption of Resolution for Nonbusiness Days Under House Bill 3033

RECOMMENDED ACTION: It is recommended that the board adopt resolution declaring dates as nonbusiness days under House Bill 3033.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

House Bill 3033 clarified that schools may only declare 10 days (beyond statutorily declared holidays, Saturdays and Sundays) as Nonbusiness days for the purposes of Public Information Act request timelines. This resolution specifies which days are recommended to be named nonbusiness days for the 2026-2027 school year.

FISCAL IMPACT: N/A
ATTACHMENTS: Resolution

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: David TARNER

Resolution HB 3033 Cover Doc

Final Audit Report

2026-07-13

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**RESOLUTION OF THE BOARD OF TRUSTEES OF
MINERAL WELLS INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Board of Trustees of the Mineral Wells Independent School District is authorized by § 11.51 of the Texas Education Code (“TEC”) to govern and oversee the management of the public schools in the District; and

WHEREAS, House Bill 3033 added §552.0031 to the Texas Government Code to define a business day for purposes of the Public Information Act as a day other than: a Saturday or Sunday; a national holiday under Texas Government Code §662.002(a); or a state holiday under Texas Government Code §662.003(b);

WHEREAS, Mineral Wells Independent School District in response to the passage of House Bill 3033 which amends §552 of the Texas Government Code to allow the District to designate no more than 10 nonbusiness days each calendar year;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF
THE MINERAL WELLS INDEPENDENT SCHOOL DISTRICT:**

RESOLVED, in accordance with Texas Government Code §552.0031, the following days are not business days for purposes of the Texas Public Information Act for the 2026-2027 school year beginning July 1, 2026:

Holidays

July 4, 2026 (Independence Day)*
August 27, 2026 (Lyndon Baines Johnson Day) °
September 7, 2026 (Labor Day)*
November 11, 2026 (Veterans Day)*
November 26, 2026 (Thanksgiving Day)*
November 27, 2026 (Day After Thanksgiving) °
December 24, 2026 (Christmas Eve) °
December 25, 2026 (Christmas Day)*
December 26, 2026 (Day After Christmas) °
January 1, 2027 (New Years’ Day)*
January 18, 2027 (Martin Luther King Day)*
January 19, 2027 (Confederate Heroes Day) °
February 15, 2027 (Presidents Day)*
March 2, 2027 (Texas Independence Day) °
April 21, 2027 (San Jacinto Day) °
May 31, 2027 (Memorial Day)*
June 19, 2027 (Emancipation Day) °

*denotes Federal Holidays per Tex. Govt. Code §662.003(a).

° denotes State Holidays per Tex. Govt. Code §662.003(b).

Per Tex. Gov’t Code § 552.0031(e), the Friday before or Monday after a holiday described by Subsection (a)(2) or (3) is not a business day of a governmental body if the holiday occurs on

a Saturday or Sunday and the governmental body observes the holiday on that Friday or Monday.

Per Tex. Govt. Code §552.0031(c), an optional holiday under Section 662.003(c) is not a business day of a governmental body if the officer for public information of the governmental body observes the optional holiday. (*Optional Holidays are: Rosh Hashanah, Yom Kippur, or Good Friday*).

Weekends:

Saturdays

Sundays

RESOLVED, the Board designates the following dates as nonbusiness days Mineral Wells Independent School District.

- October 12, 2026
- November 25, 2026
- December 23, 2026
- December 28, 2026
- December 29, 2026
- December 30, 2026
- March 15, 2027
- March 16, 2027
- March 17, 2027
- March 18, 2027

RESOLVED, that the Board sets forth the following dates, including holidays and non-business days, as MINERAL WELLS ISD's Public Information Act Calendar for the 2026-2027 School Year beginning July 1, 2026:

- July 4, 2026 (Independence Day)*
- August 27, 2026 (Lyndon Baines Johnson Day) °
- September 7, 2026 (Labor Day)*
- October 12, 2026^x
- November 11, 2026 (Veterans Day)*
- November 25, 2026^x
- November 26, 2026 (Thanksgiving Day)*
- November 27, 2026 (Day After Thanksgiving) °
- December 23, 2026^x
- December 24, 2026 (Christmas Eve) °
- December 25, 2026 (Christmas Day)*
- December 26, 2026 (Day After Christmas) °
- December 28, 2026^x
- December 29, 2026^x
- December 30, 2026^x
- January 1, 2027 (New Years' Day)*

January 18, 2027 (Martin Luther King Day)*
January 19, 2027 (Confederate Heroes Day) °
February 15, 2027 (Presidents Day)*
March 2, 2027 (Texas Independence Day) °
March 8, 2027 *
March 9, 2027 *
March 10, 2027
March 11, 2027 *
April 21, 2027 (San Jacinto Day) °
May 31, 2027 (Memorial Day)*
June 19, 2027 (Emancipation Day) °

Weekends:

Saturdays

Sundays

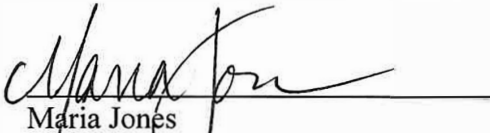
*denotes Federal Holidays per Tex. Govt. Code §662.003(a).

° denotes State Holidays per Tex. Govt. Code §662.003(b).

* denotes Nonbusiness days per Tex. Govt. Code §662.003(f).

PASSED AND APPROVED this 13th day of July 2026, by the Board of Trustees for the Mineral Wells Independent School District.

By:


Maria Jones
President of the Mineral Wells ISD Board of Trustees

Attest:


Donna Henderson
Board Secretary

TASB Director Candidates

*Indicates Large District Director Positions

(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 2	Kristi Littleton (I)	Port Aransas ISD	2026–2028
Region 4, Position A	Marques Holmes (I)	Humble ISD	2026–2027
Region 4, Position B	Winford Adams, Jr.	Spring ISD	2026–2029
	Ann Williams	Alief ISD	
Region 4, Position G*	Shirley Rose-Gilliam	Fort Bend ISD	2026–2029
Region 6, Position B*	Vacant	Conroe ISD	2026–2028
Region 8	Thomas Darden (I)	Cooper ISD	2026–2029
Region 10, Position D	Nichole Bentley	Coppell ISD	2026–2029
	Marvin Bobo	Lovejoy ISD	
	Cyndi Darland	Princeton ISD	
	DeAndrea Fleming	DeSoto ISD	
	Lee Guidry	Italy ISD	
	Harvey Oaxaca	McKinney ISD	
	Jessica Ward	Midlothian ISD	
	Denishea Williams	Cedar Hill ISD	
Region 10, Position E*	Dynette Davis (I)	Frisco ISD	2026–2029
Region 11, Position C	Justin Chapa (I)	Arlington ISD	2026–2029
Region 13, Position B	Ana Cortez	Manor ISD	2026–2029
	Stephen Mackey (I)	Blanco ISD	
	Ed Navarette	Florence ISD	
Region 14	Cameron Wiley	Wylie ISD-Taylor County	2026–2029
Region 15	Ami Mizell-Flint	San Angelo ISD	2026–2029
	Tim Wilson	Brownwood ISD	
Region 20, Position A	Florinda Bernal	Southwest ISD	2026–2029
	Ginger Friesenhahn (I)	East Central ISD	
	Jaclyn Gonzales	Uvalde CISD	
	Louie Luna	Harlandale ISD	
	Mary Belle Unger-Robles	Southside ISD	
Region 20, Position B*	Karla Duran	Northside ISD-Bexar County	2026–2029

**TASB ENDORSEMENT FORM**

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

*****Board action must be taken no earlier than June 26, 2026, and no later than August 21, 2026*****

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 21, 2026.

RETURN TO: E-mail: boardcommunications@tasb.org

**TASB****TASB ENDORSEMENT FORM**DATE: 7/13/26

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATIONNAME: Justin crapaSCHOOL DISTRICT: Arlington ISD

****Board action must be taken no earlier than June 26, 2026, and no later than August 21, 2026****

This endorsement was approved by our school district's board of trustees at a duly called meeting on

7/13/26
(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: Maria JonesSCHOOL DISTRICT: Mineral Wells ISDMAILING ADDRESS: 900 SW 5th AvenueCITY: Mineral Wells ZIP: 76067

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 21, 2026.

RETURN TO: E-mail: boardcommunications@tasb.org



BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☒ Action Item
☐ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☒ Promote Community/School Partnerships
☐ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Endorsement to Fill a Position on the TASB Board of Directors

RECOMMENDED ACTION: It is recommended that the Board endorse a candidate to fill a position on the TASB Board of Directors.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

The Texas Association of School Boards regularly seeks nominations for positions on its Board of Directors. Boards may endorse a candidate. If a majority of the Active Members of the Region endorses a candidate, that individual will be elected to the TASB Board. If at least 25 percent, but not majority, endorse the candidate, that individual will be included on the official ballot at the TASB Delegate Assembly.

FISCAL IMPACT: N/A

ATTACHMENTS: TASB Overview and TASB Endorse Form D

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: David TAVNER

7.13.26 Endorsement TASB Board of Director Cover Doc

Final Audit Report

2026-07-15

Created:	2026-07-15
By:	Lizbeth Paez (lpaez@mwisd.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAANIfAc_3dcwDJm4WCdl8D_FY2rdqpx9K-

"7.13.26 Endorsement TASB Board of Director Cover Doc" History

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BOARD OF TRUSTEES

Agenda Item

MEETING DATE: 7/13/2026

MEETING TYPE:

- ☒ Regular Meeting
☐ Special Meeting

AGENDA ITEM TYPE:

- ☐ Action Item
☒ Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- ☐ Academic Competitiveness
- ☐ Early Literacy (HB3)
 - ☐ Early Math (HB3)
 - ☐ Other
- ☐ Career Certifications (HB3)

Operational Goals

- ☒ Promote Community/School Partnerships
☒ Fiscal Responsibility
☐ Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding a Resolution Authorizing Initiation of Proceedings for Sale of Property for the Following Described Real Property, Located and Situated in the City of Mineral Wells. Palo Pinto County, Texas

RECOMMENDED ACTION: It is recommended that the Resolution Authorizing Initiation of Proceedings for Sale of Real Property commonly known as the Old Fannin High School, located at 602 West Hubbard, in Mineral Wells, Texas 76067, be approved as presented

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy CDB(LEGAL), Texas Education Code 11.154, Local Gov't Code 272.001 (a), (d)

OVERVIEW:

A board may authorize the sale of any property, other than minerals, held in trust for free school purposes.

In most cases, before land owned by a district may be sold or exchanged for other land, notice to the general public of the offer of the land for sale or exchange must be published in a newspaper of general circulation in either the county in which the land is located or, if there is no such newspaper, in an adjoining county. The notice must be published in two separate dates and the sale or exchange may not be made until after the 14th day after the date of the second publication. The board is not required to accept any bid or offer or to complete a sale or exchange.

The land under consideration is raw and unused, and not currently needed by Mineral Wells ISD for any purpose. If sold, this parcel could be returned to school tax rolls and could be used for productive purposes as the city of Mineral Wells sees development occurring in various locations around the city.

Legal Description Provided in Resolution.

FISCAL IMPACT: Immediate financial gain of at least the appraised value of the land (appraisal to be pursued if approved), plus increase to school tax rolls

ATTACHMENTS: Resolution

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: David TARKER

Resolution Authorizing Initiation of Proceedings for Sale of Property Cover Doc

Final Audit Report

2026-07-09

Created:	2026-07-09
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"Resolution Authorizing Initiation of Proceedings for Sale of Property Cover Doc" History

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**RESOLUTION AUTHORIZING THE INITIATION OF
PROCEEDINGS FOR THE SALE OF REAL PROPERTY**

WHEREAS, THE Board of Trustees (the "Board") of the Mineral Wells Independent School District (the "District") is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, under Texas Education Code § 11.151 (c), all rights and titles to the real property of the District are vested in the Board and their successors in office; and

WHEREAS, pursuant to Texas Education Code § 11.151(c) and 11.154(a), the Board may dispose of property that is no longer necessary for the operation of the District and may, by resolution, authorize the sale of such property; and

WHEREAS, the Board has determined that the property commonly known as the Old Fannin High School, located at 602 West Hubbard, in Mineral Wells, Texas 76067 (the "Property"), more specifically described in Exhibit A, is no longer needed for the educational purposes and operation

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE
MINERAL WELLS INDEPENDENT SCHOOL DISTRICT:**

RESOLVED, the Board finds that the Property is no longer needed for educational purposes and operation of the District, but is still an important symbol of the District's history and community; and

RESOLVED, the Board authorizes and directs the Superintendent or designee to initiate the proceedings for a sale of the Property, pursuant to the notice and bid provisions of Local Government Code § 272.001, to advertise the property for sale and to enlist the services of a licensed appraiser, and a licensed real estate broker or salesperson, should the Superintendent or designee determine that such services will aid in obtaining the best price for the Property.

PASSED AND APPROVED this 13th day of July, 2026 by the Board of Trustees for the Mineral Wells Independent School District.

By: 
Maria Jones, Board President

Attest: 
Donna Henderson, Board Secretary

EXHIBIT A
Legal Description of Property

Of a 0.861 acre tract of land out of Section No. 39, T. & P. R.R. Co. Survey, Block "A", E.O.B., Abstract No. 718, and including all of Lot 1 and part of Lot 2, Block 1, College Addition to the City of Mineral Wells, Palo Pinto County, Texas; according to the plat recorded in Volume 2, Page 46 of the Plat Records of Palo Pinto County, Texas; and being part of a certain 1.333 acres tract described in Volume 2050, Page 177 of the Official Public Records of Palo Pinto County, Texas; and being further described by metes and bounds as follows:

Beginning at a found "X" on concrete at the northwest intersection of Northwest 5th Avenue and West Hubbard Street and at the southeast corner of said Lot 1 and said 1.333 acres tract for the southeast and beginning corner of this tract.

Thence N. 89 deg. 51 min. 42 sec. W. 199.99 feet to a found 3/8" iron rod in the north right of way line of said West Hubbard Street, at the southwest corner of Subdivision "A" of said Lot 2, Block 1 for the southwest corner of this and said 1.333 acres tract.

Thence N. 00 deg. 18 min. 51 sec. E. 187.54 feet to a found 1/2" iron rod with cap (PRICE SURVEYING) in the west line of said 1.333 acres tract and at the southwest corner of a certain 0.472 acre tract described in Volume 2053, Page 232 of said Official Public Records for the northwest corner of this tract.

Thence S. 89 deg. 40 min. 40 sec. E. 198.30 feet to a found "MAG" nail on the east edge of a rock wall, in the east line of said 1.333 acres tract and in the west line of said Northwest 5th Avenue at the southeast corner of said 0.472 acre tract for the northeast corner of this tract. Thence S. 00 deg. 12 min. 06 sec. W. 189.14 feet to the place of beginning.

2026-27 Every Student Succeeds Act (ESSA) Planning Amounts:

- Title I, Part A – Improving Basic Programs - \$1,140,850
 - Pay salaries of support staff
 - Parental involvement activities
 - Purchase supplemental materials
- Title II, Part A – Improving Teacher Quality - \$182,718
 - Stipends
 - Supplemental materials
 - Professional development
- Title III, Part A (Bilingual/ESL) – \$54,969
 - Salary
 - Supplemental materials
 - Professional development
- Title IV, Part A – Student Support and Academic Achievement - \$80,613
 - Mental health counselor
 - Provide students a well-rounded education – purchase of textbooks for college courses
- Perkins V (CTE) - \$51,941

Member of SSA (Shared Service Arrangement)

Region 11 fiscal agent for Title III (Immigrant) SSA:

Title III, Part A (Immigrant/Migrant) – \$2,235

- Region 11 provides services to our immigrant families.
- Support for teachers and students (tutoring, supplemental materials, field trips, school supplies, clothing, etc.)

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Cover Page			Updated dates and copyright statement
Table of Contents	1-2	1-4	- Updated page numbers and order of entries - Added new topics of prohibition on diversity, equity, and inclusion and prohibited classroom instruction
Health Safety Training	16-17	13	Updated requirements to reflect safety training requirements for certain positions and the requirement to submit documentation to the district
Notification to Parents Regarding Qualifications	22	16	- Updated the language to reflect the positions that require parent notification including substitutes. - Removed the language regarding DOI exemptions since this is not allowable under new law
Outside Employment and Tutoring	22-23	N/A	Added local considerations referencing policies outside employment for administrators including the penalty for violation of law
Performance Evaluation	23	17	- Added policy reference - Removed the reference to code for nursing review committee and added the policy reference
Employee Involvement	24	N/A	Added local considerations for a single campus district
Mental Health Training	25	N/A	Updated the code reference for the requirements for mental health training for employees who regularly interact with students
Leaves and Absences	34	25	Added policy references
Temporary Disability Leave	45	N/A	Added local considerations to address the process for placing an employee on temporary disability leave
Jury Duty	48	N/A	Added local considerations about the prohibition of reducing an employee's personal leave for jury duty

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Standards of Conduct	55	39	- Added policy reference DHA - Updated the language to reflect policy for reports to SBEC by the superintendent
Educator Code of Ethics	56-59	39-42	Renumbered factors under 3.9 to reflect policy
Reporting Suspected Child Abuse	62-63	44-45	- Updated and emphasized the 24-hour reporting timeline for child abuse - Updated that abuse must be reported to DFPS even when made to law enforcement - Updated local considerations with proper code and the requirements under law
Sexual Abuse and Maltreatment of Children	64	45	- Updated policy reference - Removed the reference to the bill
Reports to Texas Education Agency	64-65	45-46	- Added reporting timeline of 48 hours to report to TEA - Added local considerations to add Education Code and requirements for superintendent and principals - Added reporting time line of seven days for a certified employee for certain misconduct
Technology Resources	66	47	Added a policy reference
Personal Use of Electronic Communications	67-68	47-48	- Changed policy reference DH to DHA - Changed DH(EXHIBIT) to DHA(LEGAL)

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Electronic Communications between Employees, Students, and Parents	69-72	49-51	Changed licensed therapists to school psychologists to reflect updated title change
Employee Arrests and Convictions	73-74	N/A	Added local considerations addressing reporting requirements for superintendents
Tobacco and Nicotine Products and E-Cigarette Use	75-76	53-54	- Updated language and local considerations to align with law - Added definition of “e-cigarette” defined in policy and health and safety code
Resignations	86-87	62	- Updated local considerations to address the principal reporting requirement to superintendent after an educator’s resignation and superintendent’s requirement to report to SBEC - Changed SBEC to TEA for required reporting by the superintendent for noncertified employees - Added a statement in local considerations to note that the superintendent should follow reporting requirements to TEA after notification from a principal or director of a noncertified employee’s resignation or termination
Dismissal or Nonrenewal of Contract Employees	87-88	62	Added new policy references
Dismissal of Noncontract Employees	88	62-63	Added policy references

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Prohibition on Diversity, Equity, and Inclusion	89	63	Added new topic of the prohibition of engaging in diversity, equity, and inclusion activities for employees with policy references and local considerations
Prohibited Classroom Instruction	89	63	Added new topic of prohibited classroom instruction for employees with policy references and local considerations
Appendix	96-98	N/A	Updated legal and local policies to be distributed to employees
Index	99-102	69-71	- Updated page numbers - Added two new topics

Mineral Wells ISD

2026-2027 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please
email kbullock@mwisd.net



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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Mineral Wells ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Electronic copies can be found at www.mwisd.net

Please indicate your choice by checking the appropriate box below:

- ☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ☐ I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Assistant Superintendent of Human Resources if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to your campus principal or department supervisor.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Natalie Griffin, Assistant Superintendent of Human Resources.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at www.mwisd.net.

District Information

Description of the District

The Mineral Wells Independent School District is committed to excellence. Academic achievement is the top priority for MWISD's 3,300 plus students. It is truly a place where the interests of the children come first.

Facilities and Staff

The children of this historic community attend three elementary schools, one junior high, and one high school (4A). The district has a well-established alternative education center. This year, improvements are being made to improve facilities and accommodate student growth.

Technology

Each of the district's five schools is equipped with up-to-date computer labs and utilizes technology-assisted instruction. All schools have computerized libraries. A distance learning site and professional development center are located at the District Services Complex. The district is connected with a fiber-optics network.

Programs

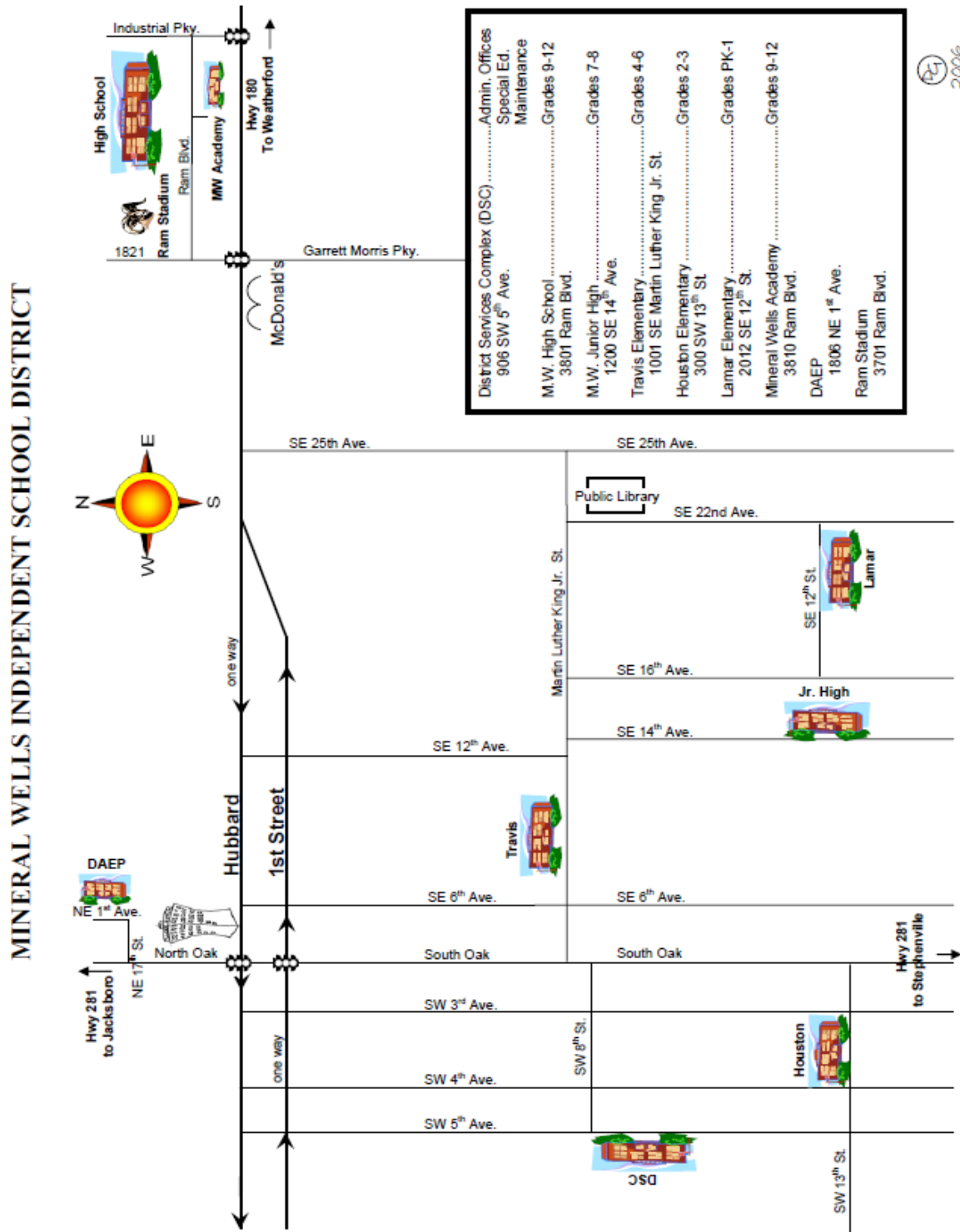
Many innovative and varied programs are used throughout the district to meet student needs and promote academic achievement. Academically gifted students in grades K-12 are provided challenging curriculum and activities. Strong fine arts and athletic programs in MWISD schools, along with solid core subjects, provide a well-balanced curriculum for all students. The high school that opened in the school year 2000-2001 has an extensive selection of technical and certification programs, varying from computer technology, career, agriculture, and culinary arts. The campus offers many advanced placement classes.

Networking with Universities

The school district reaches beyond its boundaries by working in conjunction with Tarleton State University, University of Texas, McMurry University, and Weatherford College in various programs to bring excellence to Mineral Wells.

The Effective Schools Project, with Tarleton State University, provides staff development and training for teachers.

District Map



Mission Statement, Goals, and Objectives

Policy AE

Mission

Mineral Wells Independent School District is committed to building a community of life-long learners in a student-centered climate emphasizing character and responsibility.

Vision

Mineral Wells Independent School District will design relevant, challenging learning experiences to prepare students for our ever-changing global community.

Goals

Academic Goals

Academic Competitiveness

Early Literacy

Early Math

Career Certifications

Operational Goals

Promote Community/School Partnerships

Fiscal Responsibility

Safe and Secure Schools

Core Values

Honesty, Integrity, Teamwork, Excellence, Belief in Students, Accountability, Continuous Improvement, Partnerships with Parents, Businesses, and our Community

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected at-large and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Maria Jones, President
- Brandon Hons, Vice-President
- Donna Henderson, Secretary
- Scott Aaron
- Zane Bell

- Sunny Lee
- Joe Ruelas

The board usually meets at MWISD District Services Complex, 906 SW 5th Ave, Mineral Wells, TX at 7:00 PM on the second Monday of each month. In the event that large attendance is anticipated, the board may meet at Mineral Wells High School auditorium. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the entrance of the District Services Complex at least three business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

September 14, 2026
 October 12, 2026
 November 9, 2026
 December 14, 2026
 January 11, 2027
 February 8, 2027
 March 8, 2027
 April 12, 2027
 May 10, 2027
 June 14, 2027
 July 12, 2027

* Subject to change due to school holiday

Administration

- | | |
|--|-----------------|
| • Superintendent | David Tarver |
| • Assistant Superintendent of Human Resources | Natalie Griffin |
| • Assistant Superintendent of Student Services | David Wells |
| • Chief Financial Officer | Paul Hearn |
| • Executive Director of Accountability, TXCA | Angie Myrick |
| • Director of Counseling and Assessment | Amber Moore |
| • Director of Curriculum | Lindsey Wells |
| • Director of Athletics | Cody Worrell |

- Director of Communications
- Director of Safety and Security and Food Services
- Maintenance Director
- Director of Special Education
- Director of Technology
- Director of Transportation

Karyn Bullock
Leiana Bullock
Trey Evans
Kendra Fowler
Justin Lascsak
Chris Williams

School Calendar



2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	NT	NT	PD	PD	H	

August 2026						
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30	31					

September 2026						
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27	28	29	30			

October 2026						
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25	26	27	28	29	H	31

November 2026						
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22	H	H	H	H	H	28
29	30					

December 2026						
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January 2027						
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31						

February 2027						
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28						

March 2027						
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April 2027						
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May 2027						
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30	31					

June 2027						
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20	21	22	23	24	25	26
27	28	29	30			

Important Dates

August 5	First Day of School
September 7	Holiday-Labor Day
October 8	End Grading Period
November 23 - 27	Thanksgiving
December 17	End Grading Period
Dec.18 - Jan.1	Winter Break
January 18	Holiday-MLK
March 4	End Grading Period
March 8-12	Spring Break
May 27	Last Day of School
May 28	Graduation

Sponsored By



Palo Pinto General Hospital
Our family *always* caring for yours.

Calendar Key

NT	New Teacher Training
PD	Staff Professional Development
H	No School for Students/Staff
WD	Work Day
[]	Grading Period Begins/Ends

School Hours

Lamar	7:40-3:50
Houston	7:35-3:45
Travis	7:45-3:55
Junior High	8:00-4:20
High School	8:05-4:20

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

School Directory

High School

Address	3801 Ram Blvd
Phone	(940) 325-4408
Fax	(940) 325-7623
Principal	Shanna Spillers
Assistant Principal	Courtney Smith
Assistant Principal	Stefany Johnston
Assistant Principal	Kelly Wilson
Counselor	Angela Cook
Counselor	Jilleen Kesler

Junior High School

Address	1301 SE 14 th Ave
Phone	(940) 325-0711
Fax	(940) 328-0450
Principal	Eric Rivas
Assistant Principal	Steven Parkman
Assistant Principal	Lori Box
Dean of Students	Molly Garcia

Travis Elementary

Address	1001 SE Martin Luther King St
Phone	(940) 325-7801
Fax	(940) 328-0972
Principal	Nichole Gray
Assistant Principal	Michael Carmichael
Assistant Principal	Melissa Murphy
Counselor	Jolene Williams

Houston Elementary

Address	300 SW 13 th St
Phone	(940) 325-3427
Fax	(940) 325-7683
Principal	Jaycee Roach
Assistant Principal	Courtney Marshall
Counselor	Tymmie Boyd

Lamar Elementary

Address	2012 SE 12 th St
Phone	(940) 325-5303
Fax	(940) 328-0152
Principal	Rhonda Mack
Assistant Principal	Dianna Leggett
Assistant Principal	Melony Mings
Counselor	Shannon Hockaday

Academy

Address	3810 Ram Blvd
Phone	(940) 325-3033
Principal	Stefany Johnston

DAEP

Address	906 SW 5 th Ave
Phone	(940)325-6404
Principal	Esteban Flores

Finance

Address	906 SW 5 th Ave
Phone	(940) 325-6404
Director	Paul Hearn
Accountant	Mary Ramey
Payroll/Benefits	Kay Hall
Accounts Payable Clerk	Brittney Cribbs

Food Services

Address 906 SW 5th Ave
Phone (940) 325-6404
Director Leiana Bullock

Maintenance

Address 906 SW 5th Ave
Phone (940) 325-6404
Director Trey Evans

Public Relations

Address 906 SW 5th Ave
Phone (940) 325-6404
Director Karyn Bullock

Safety

Address 906 SW 5th Ave
Phone (940) 325-6404
Assistant Superintendent
of Student Services David Wells

Special Education

Address 906 SW 5th Ave
Phone (940) 325-6404
Director Kendra Fowler

Technology

Address 906 SW 5th Ave
Phone (940) 325-6404
Director Justin Lascsak

Transportation

Address 966 Cross Post Rd

Phone (940) 325-4290
Director Chris Williams

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Mineral Wells ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Natalie Griffin, Assistant Superintendent of Human Resources, 906 SW 5th Ave., Mineral Wells, TX 76067 (940-325-6404). Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Amber Moore, Director of Counseling and Assessment, 906 SW 5th Ave., Mineral Wells, TX 76067 (940-325-6404).

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to personnel office in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the personnel office when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the Human Resources Department if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Human Resources Department if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Chris Williams at 940-325-4290.

Health Safety Training

Policies DBA, DMA

District employees who are head directors of a marching band or head coaches or chief sponsors of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their immediate supervisor for verification by the Human Resources Department each year.

Nurses, athletic coaches or sponsors, PE teachers, marching band directors, cheerleading coaches, and other certain employees must obtain and maintain certification in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) provided by the American Red Cross, the American Heart Association, or another authorized organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to immediate supervisor for verification by the Human Resources Department each year.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by June 1. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the personnel office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation for additional information.

Staff Attendance

Teachers and staff members are encouraged to be role models for students concerning attendance. All paraprofessionals will be required to sign in using the district's electronic time clock system. If you must be out for discretionary leave, a form must be submitted to the principal and approved before leave is granted. If you are going to be out for a doctor's appointment or illness of a child, please notify the office in advance if possible. It will help us to ensure that classrooms are covered in the mornings. For all absences, you are responsible for going online and entering your request for a substitute. To login, go to: <https://mwisd.sfe.powerschool.com/logOnInitAction.do>. **Also, you must call your designated administrator to inform them of your absence.**

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting Amber Moore, Curriculum and Assessment Director, 906 SW 5th Ave., Mineral Wells, TX 76067, (940-325-6404) and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form, which is available in the MWISD Internal Documents folder.

Upon receiving the reasonable accommodation request, HR or the ADA coordinator will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider.

Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR or the ADA coordinator will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR or the ADA coordinator will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Natalie Griffin, Assistant Superintendent of Human Resources at 940-325-6404.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Natalie Griffin, Assistant Superintendent of Human Resources at 940-325-6404 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents

be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to an uncertified substitute, inappropriately certified teacher or an uncertified teacher. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit, including substitutes. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Human Resources Department.

Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee (other than employees primarily responsible for in-class instruction) who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district. With exceptions as noted below, administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers.

Exceptions apply to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. To be approved, services must be performed on the administrator's personal time. Contact the Human Resources Department for more information.

Performance Evaluation

Policy DN, DPB series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other

job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Mineral Wells ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Human Resources Department.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or

substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Kay Hall for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact Kay Hall if they have any questions.

The schedule of pay dates for the 2026-2027 school year follows:

Payday will be the **20th of each month** unless the 20th falls on a weekend. In this case, it will be paid the last working day of that week. Cutoff is the last working day of each month. All payroll changes and forms for extra duties are due to the Payroll Department by **noon** on the next business day. Anything received after that will be paid in the following month.

For example: August payroll cutoff is July 31, 2026. All payroll changes and forms needing payment in August are due on August 1, 2026, by noon.

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. Any financial changes need to be received prior to the 5th day of each month to be in effect for the current payroll. Contact Kay Hall for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and other identified services. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 AM on Saturday and ends at 11:59 PM on Friday.

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and business office must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the

district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Kay Hall for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, life, cancer, and disability during open enrollment or upon loss of other coverage if done within the designated time period of the plan. Premiums for these programs can be paid by payroll deduction. Employees should contact Kay Hall for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Edwards Risk Management, effective their first date of employment.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Human Resources Department.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify their supervisor as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher

Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov).

Leaves and Absences

Policies CRD, DBB, DEC, DECA, DECB, DED, DG

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the Human Resources Department for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in ½ day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- State sick leave accumulated before the 1995-1996 school year
- Local leave
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for 6 consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild

- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts,

and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 48 hours in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All employees shall earn 3 paid local leave days per school year in accordance with administrative regulations. Local leave shall accumulate without limit. Local leave shall be used according to the terms and conditions of state personal leave.

Vacation

Policy DED

Each full-time maintenance employee in a position normally requiring 12 months of service shall receive 8 paid vacation days per fiscal year. Use of vacation days shall require advance approval by the employee's immediate supervisor. Vacation days shall not accumulate and will not carry over into the next year.

Sick Leave Bank (or Pool)

An employee who has exhausted all paid leave and who suffers from a catastrophic illness or injury may request the establishment of a sick leave pool, to which district employees may donate only local leave for use by the eligible employee.

If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool. The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under the pool, or exhausts all leave days donated to the sick leave pool.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you must:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or

- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period.

- measured backward from the date an employee uses FML

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Kay Hall for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, your supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning

from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to the Human Resources Department.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Human Resources Department. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Kay Hall for details on eligibility, requirements, and limitations.

Payment for Accumulated Leave Upon Separation

An employee who separates employment with MWISD will be paid for accumulated local leave at a rate established by the Board.

A full-time maintenance worker who separates employment with MWISD will also be paid for any accumulated vacation days during that fiscal year at a rate established by the Board.

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the district shall be eligible for payment for accumulated state and local leave under the following conditions:

- The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
- The employee has at least ten years of service with the district.

The employee shall receive payment for each day of accumulated state and local leave, at a rate established by the Board. If the employee is reemployed with the district, days for which the employee received payment shall not be available to that employee. The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include Apple Corps Teacher of the Year, Support Staff Employee of the Year, and Auxiliary Employee of the Year.

District Communications

Throughout the school year, the Public Relations office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. Please contact Karyn Bullock for further information or visit www.mwisd.net.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

Employee Conduct and Welfare

Standards of Conduct

Policy DH, DHA

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC by the superintendent. See *Reports to the Texas Education Agency*, for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly or the educator attempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and

6. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

DIA (Local)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=DIA#localTabContent>

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual

harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, for additional information.

Procedures for reporting and investigating harassment of students are listed below:

DF (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=DF#legalTabContent>

DH (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=DH#legalTabContent>

DHB (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=DHB#legalTabContent>

FFG (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=FFG#legalTabContent>

FFH (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=FFH#legalTabContent>

FFI (Legal)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=FFI#legalTabContent>

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within **24 hours** after the employee has reasonable cause to believe that the child has been abused or neglected. Law

enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of a child (including a teacher), the report of alleged abuse or neglect must be made to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (<https://www.txabusehotline.org/Login/Default.aspx> or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

Policy FFG

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at www.mwisd.net. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe 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 following the procedures described above in *Reporting Suspected Child Abuse*.

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA **within 48 hours** if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee, the conduct below must also be reported not later than the seventh business day after termination or resignation or notice from the principal:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ, CQD

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Justin Lascsak at 940-325-6404.

Personal Use of Electronic Communications

Policy CQ, CY, DHA

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.

- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DHA(LEGAL)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DHA(LEGAL)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or

participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, school psychologists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; and
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district email address.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.

- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Using Social Media Responsibly

Policy

Employees must ensure permission has been given prior to posting student photos online. An employee shall not identify students by name when posting pictures online, out of an abundance of caution. Employees are not permitted to use work time to post personal, non-work-related content to their personal social media accounts. Employees are permitted to post work-related content to personal social media accounts during the workday. Employees may also update district-owned social media accounts that they oversee during the school day with work-related content.

Cybersecurity Awareness Training

Policy CQB

Training will be assigned as required by law or as determined by the district. Employees or elected officials designated for training will be notified by the district via email and given 90 days to complete the training.

Information Security Handbook

https://drive.google.com/file/d/1XpazRHHVUEVsoBWkn27mqLjqYILbfnJXR/view?usp=drive_link

Criminal History Background Checks

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Alcohol and Drug-Abuse Prevention

Policy DH

Mineral Wells ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

DH (Local)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=973&code=DH#localTabContent>

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using, or possessing e-cigarettes or tobacco products on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

"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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device, regardless of whether the liquid solution or material contains nicotine. The term does not include a prescription medical device, prescription medication, or other prescribed substance unrelated to the cessation of smoking. The term "e-cigarette" includes:

1. A device regardless of whether it is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and

2. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.

- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Natalie Griffin, Assistant Superintendent of Human Resources at 940-325-6404.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the District Services Complex immediately at 940-325-6404.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the maintenance office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located on the front door. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

Policy EB

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

- Notification through Fox – Channel 4, NBC – Channel 5, WFAA – Channel 8, CBS – Channel 11/21 television stations
- Automated calls and emails to phone numbers and emails parents/guardians have uploaded through Skyward through our Skyward Messenger application
- Posting on the Mineral Wells ISD Facebook page
- Posting on the Mineral Wells ISD website at www.mwisd.net

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire

extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

Policies Relating to School Accounts

Agency Fund Accounts

The principal is responsible for the agency funds in his/her school. Each check requisition must be approved by the principal with an original signature clearly stating the reason for the expenditure and have a quote or other sufficient information attached for inventory purposes. Any agency fund requisition received without proper documentation attached will be sent back and not processed for payment until proper documentation is received.

Receipting/Deposit Policies

1. All monies received by school personnel are to be receipted.
2. All monies are to be receipted and deposited as rapidly as accounting procedures permit.
3. Detail of checks and cash to be deposited must be listed on each deposit slip.

Monthly Reports

1. Financial statements are presented to the Board each month.
2. Summary and detail reports are available to all supervisors through our financial software.

Petty Cash

1. Each campus maintains petty cash at an amount designated by the business office. The total of receipts and cash must equal this amount at all times.
2. Expenditures are to be verified with receipts.
3. Checks are not to be cashed from petty cash. I.O.U.'s are disallowed from petty cash or any other agency fund.
4. As with all other school district purchases, sales tax will not be reimbursed. Texas Sales and Use Tax Exemption Certificates are available at the business office.

Disbursement Policies

1. Purchase requisitions originate at the campus level and must be approved by the supervisor.
2. The purchase requisition and proper documentation (quotes, hotel confirmations, etc.) are sent to the business office for approval.
3. After approval, the requisitions are converted to purchase orders and returned to the supervisor to be submitted to the vendor.
4. The yellow receiving copy and pink copy of the purchase order are sent back to the supervisor until merchandise has been received.
5. Once the merchandise has been received, the supervisor must sign and date the yellow receiving copy of the purchase order and send all attached original documentation to the business office. (Supervisors retain the pink copy for their own records)
6. Once invoices and yellow receiving copies of purchase orders have been received in the business office with all proper documentation, checks will be issued in a timely manner according to due date.
7. Any yellow receiving copies of purchase orders without proper documentation will be denied and sent back to the supervisor.

Proper Documentation

- a. Signed yellow receiving copies
 - b. Invoices that equal amounts on purchase orders
 - c. Employee Travel Request/Expense Voucher
 - d. Hotel reservation confirmations with room rates
 - e. Printed state mileage guide
8. The district does not pay nor reimburse state sales tax (this includes state hotel tax).
 9. At the time of purchase/hotel reservations all vendors/hotels must be informed of state sales tax exemption status. All documentation sent to the business office should not include any state sales tax.
 10. All employees requesting reimbursement for approved out of town travel must complete the Employee Travel Request/Expense Voucher. Refer to the Employee Travel Request/Expense Voucher for other travel information.

11. Checks will be issued weekly. Special instructions for the distribution of checks should be noted in writing on the first page of documentation. Employee travel checks will be sent to their campus.

Contact Mary Ramey at mramey@mwisd.net for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Joanna Mitchell or Shelia Crabtree at 940-325-6404.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Joanna Mitchell. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The principal is responsible for scheduling the use of facilities after school hours. Contact the Athletic Director to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, sale, or distribution of a controlled substance
- Illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The superintendent is required to report such conduct to TEA.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the superintendent at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to TEA.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, DPA, DPB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DHC, DPA, DPB

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any

employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*.)

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Prohibition on Diversity, Equity, and Inclusion

Policies DF, DH

Except as required by state or federal law, district employees are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment.

Prohibited Classroom Instruction

Policies DF, DH

District employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee

intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Mineral Wells ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (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 Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Natalie Griffin, Assistant Superintendent of Human Resources, 906 SW 5th Ave., Mineral Wells, TX 76067, (940-325-6404), the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Amber Moore, Curriculum and Assessment Director, 906 SW 5th Ave.,

Mineral Wells, TX 76067, (940-325-6404), the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the

administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

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.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to campus administration. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

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.

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:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

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 ACTION

BULLYING

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

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.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Appendix

Activity Funds/Fund Raisers

What is an Activity Fund?

Fund 461 – Campus Activity Fund

- Funds which are raised by the student body and are expended on the student body as a whole
- Example revenue sources include student pictures and vending
- Uses must comply with applicable purchasing law and policy
- Funds under the control of the campus principal

Student Activity Fund

- Consist of monies received and held by the campus for the benefit of students
- Monies are used to benefit particular organizations
- Expended based upon a vote of the officers in a manner consistent with policy
- Example: membership dues

Cash Handling Procedures for Activity Accounts

- All cash must be deposited when received
- Sponsor should be present when cash is verified
- Issue pre-numbered cash receipts for all funds with two signatures (bookkeeper and sponsor)

Booster/PTA Accounts

- The district cannot be the accountant (or auditor) for booster clubs or other similar activities.
- Must maintain their own set of books
- District employees should not handle funds
- Sponsors should at all times be aware of board policies and administrative regulations to help offices of the club to operate within those policies and regulations
- PTA's and booster clubs are non-profit entities and cannot use the district's tax-exempt identification number

District Fund Raising Policies

- CFD
- FJ
- GKB

Fund Raising Guidelines

All fund-raising activities must be submitted on the district form and be approved by the Principal and the Superintendent.

Student Funds

Receipts shall be issued by the principal or designee for all funds prior to their deposit into the appropriate District account at the district depository.

Fiduciary Responsibility

The principal and sponsor shall be responsible for the proper administration of student funds in accordance with state and local law, District-approved accounting practices and procedures.

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the organization or upon approval of the sponsor.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to the principal.

School-Sponsored

Fund-raising activities by student groups and/or for school-sponsored projects shall be allowed, **ONLY** with prior administration approval and under the supervision of the project sponsor, for students in all grades.

All fund-raising projects shall be subject to the approval of the principal and Superintendent.

Loss of Class Time

The collection of monies that takes the time of the students or teachers during school hours is strictly forbidden, unless the monies collected represent payment for school lunches, monies that will benefit the school or its students, or other authorized fees.

Charitable Raffles

A raffle is the awarding of one or more prizes by chance at a single occasion among a pool or group of persons who have paid or promised a thing of value for a ticket that represents a chance to win a price. *Occupations Code 2002.002(6)*

A "qualified nonprofit organization" for purposes of the Charitable Raffle Enabling Act may conduct raffles in accordance with the Act to benefit the district or school. A parent-teacher

organization may be qualified to hold such raffles if it meets the requirements of the Act. *Occupations Code 2002.003, 2002.051; Atty. Gen. Op. JM-1176 (1990)*

Announcements/Class Interruptions

The principal or designated administrator must approve all announcements prior to their being read.

No one may use the P.A. System without the expressed approval of the Administration – the principal or his/her designee when he/she is not available. Announcements will not be made at other than the appointed times except in cases of necessity, and only with the expressed approval of the Administration.

Class Interruptions

Interruptions of class non-academic activities are to be severely limited. Use of the intercom for other than emergency announcements is limited to one time per school day. Teachers and administrators are to avoid class interruptions wherever possible. The privilege of planning activities that take students from other teachers' classes is to be reduced and tightly controlled by the principal.

Any teacher desiring to take students from class for any activity must arrange through the principal's office for such absence in advance, so that other teachers affected may plan their work, arrange for students to make up work, and properly account for the student's absence.

Teachers are not to use class time to talk with salesmen, parents, or other non-school persons. If it becomes necessary for a teacher to have a conference during his/her class time, the authorization will come through the office and necessary arrangements will be made.

Assessments

Mineral Wells ISD uses the state assessment program and locally developed assessments to monitor the progress of individual students and to evaluate our instructional programs.

Purposes of Assessments

1. The Mineral Wells ISD will use the information provided from state and local assessments to determine needs and target resources
2. The campuses will use the information from state and local assessments to provide appropriate professional development for teachers and to plan instruction and services to meet the needs of all students
3. Teachers will use the information from assessments to make classroom instructional decisions and provide the necessary support for students to be successful
4. Parents will be informed about the assessments, so they can monitor the progress of their student

See the Student Handbook for More Information

Athletics Facilities

Gymnasium

Students must be supervised by their teacher at all times, proper clothing (with regard to safety) must be worn, sneakers or other appropriate footwear.

Locker Rooms

Must be supervised by adult employees at all times when students are present. The floor must be kept free of debris – soap, glass, etc. Locker rooms are to be secured and locked during class periods and athletic events.

Weight room

Must be locked when not used. It may only be used when adult supervision is available.

Field House

The fieldhouse must be supervised at all times when in use, either by coaches, faculty members or the designated employees. Keys to the field house will be issued by the administration to specific individuals. Students are not to have keys, nor are unauthorized persons. Any person found in the area without proper authority will be considered trespassing without permission.

Calendar

The official school calendar with dates of school activities scheduled will be kept in the office. Teachers will need to fill out an information sheet whenever they need to add an event to the master calendar. It is important that every teacher who expects to place activities on the calendar does so at the earliest date possible. The calendar should show athletic events, UIL events, plays, musical programs, assemblies, class meetings, banquets, field trips, practices, and all other activities involving students.

An official district-wide activities calendar will be maintained on the MWISD website by Karyn Bullock. All events must be entered on this calendar, which will be the official check against conflicts, availability of facilities and dates for school functions.

Classroom Maintenance

Classroom Maintenance

Your room sets the tone for learning. Neatness and orderliness influence students, visitors, and you. Use the following guide:

1. Teach students to pick up papers at all times.
2. Maintain current, attractive bulletin boards at all times. Replace faded paper and tattered items.

3. Only teachers will remove staples/pins from walls and empty pencil sharpeners. When you take down student work, take the time to remove staples and/or tape.
4. Please limit coffee, tea, coke, or greasy food being brought into classrooms.
5. Teachers are responsible for keeping all desks, cabinets, etc. free of pencil and crayon marks. Students are not to use the cleaners due to possible allergic reactions.

Room Care

- All bulletin boards should be in use with orderly materials that pertain to the subject being taught.
- The applicable fire code will be strictly enforced.
- No candles.
- No animals

Repair

The need for repairs or maintenance to the room, furniture, or equipment should be reported to the principal on the work order form.

Inventory

Each teacher will prepare an inventory of his assigned room in the fall and spring under the supervision of the Assistant Principal or Principal.

Dress Code

Faculty and staff will dress professionally at all times. The MWISD school board has determined that business casual or job appropriateness is the dress code of MWISD employees in determining what is acceptable wear under the new code:

Acceptable

Minimal Business Casual

<u>Men</u>		<u>Women</u>	
1	Collared dress or polo shirts	1	Slacks
2	Docker type slacks	2	Shirts and blouses
3	Dress slacks	3	Capri pants
4	Dress shoes (no sandals)	4	Sweaters
5	Boots	5	Shoes

6	Belts (if required by slacks)	6	Sandals
7	Sweaters	7	Skirts
		8	Dresses
Note: All skirts and dresses must extend beyond the length of the middle fingertip. Capri pants hem must be mid-calf or lower.			

Unacceptable

1. Denim jeans of any color*
2. Wind suits
3. Shorts

Exception

Thursday at MWISD will continue to be "School Spirit Day." Nice blue jeans and a Mineral Wells Rams spirit building shirt will be acceptable wear for this day. Business casual/job appropriate will remain the standard for all other types of clothing on Thursday. Campus administrators may approve other "special occasion" dress.

Other Dress Information

- ID badges are required at all times.
- Coaches in the main building will meet the expected dress requirements.
- Coaches in the gym, weight room, and engaged in outside coaching may dress as is appropriate to the activity.
- Jeans are deemed appropriate for teachers working in non-air-conditioned environments such as auto tech, woodworking, metal trades, ag, or any area approved by the principal.

Equipment Usage

Audio-Visual Equipment

Teachers may obtain camera equipment, TV, and/or VCR from their department head. Teachers are responsible for ensuring that all equipment is maintained in working order and is securely kept in the classroom.

Bicycles (Travis Campus Only)

The school has approximately 24 ten-speed bikes that teachers are allowed to use for their class. You will need to get permission from the assistant principal. They are located in the building on the playground. They will probably need to be aired up so plan ahead to ask campus maintenance about getting this accomplished.

Copy Machines

Each campus has copy machines available in the teacher workrooms. At some campuses, each user is given a code for use and should use the code for all copies made. Copies are to be for school use only.

E-mail

E-mail will be an expected means of communication on this campus. You will need to check your e-mail once in the morning and once in the afternoon. The e-mail address you have been issued is a district privilege. It should be used for professional communication and should adhere to the district acceptable use policy.

Fax Machine

The fax machine is located in the main office. The instructions for use are located on the machine.

Keys

School keys **ARE NEVER** to be loaned to students, student managers, student aides, or anyone at any time for any reason. There is **NO** reason at any time for keys to be in the possession of someone other than authorized personnel. Teachers will be held accountable for violations of this policy.

In the event a key is lost, the Principal or Assistant Principal will be notified immediately, and the teacher will be charged a fee (\$50.00) to replace the lost key.

Classrooms will be kept locked when they are not occupied. Doors should not be left propped open. All visiting adults should be greeted with common courtesy and directed to the front office to sign in and receive a visitor's pass.

Laminating

Due to the cost of laminating film, we are asking that you be mindful of the items that you are laminating. Lamination should be limited to bulletin board items, special student recognition projects (not a project that all students have done), and products that will be used on a yearly basis.

Mailboxes

Please check your mailbox twice a day. Telephone messages will be placed in your box unless there is an emergency. You will be notified immediately in case of an emergency.

Due to legal constraints, handouts are not to be placed in boxes until cleared by an administrator. All persons wanting to place handouts in boxes must have it initialed by an administrator. All persons wanting to place handouts in boxes must have it initialed by an administrator one day prior to the date it is needed. All handouts should be put in boxes before 7:30 a.m., *especially field trip lists*.

NO STUDENTS ARE ALLOWED IN THE WORKROOM OR LOUNGE. THEREFORE, DO NOT SEND STUDENTS TO THE OFFICE TO PICK UP THINGS FROM YOUR MAILBOX.

Personal Use of School Equipment

Teachers desiring to use school equipment for school use at home preparing lessons for MWISD may do so by requesting in writing to the principal. This signed request is to be presented to the principal to retain as a receipt until the equipment is returned. The principal will determine whether or not the equipment is available and that the loan of the equipment will not interfere with normal school use.

Teachers are welcome to use material and equipment with the provision that proper care will be taken at all times and the equipment is returned promptly to the principal.

Field Trips

Whenever possible these trips should be scheduled during the teacher's regularly scheduled class periods, not to conflict with other teacher and student schedules. The trips should have educational value to the subject taught. Teachers should fill out a field trip request form to be given to the principal. A list of eligible students must be attached to the field trip application at the time it is submitted. Establish timeline/deadline and no additional students can be added with prior administration approval.

Before the field trip is taken, faculty sponsors will:

- Make an adequate time schedule of the trip to ensure that the situation will produce a maximum educational effect.
- For trips lasting more than two hours and involving the noon meal, see that lunches are taken or that lunch arrangements are made. Request sack lunches from the cafeteria one week in advance. Let the cafeteria know how many students will miss lunch.
- For trips lasting more than two hours, check to see that adequate restroom facilities are available.
- Make a personal visit, if possible, to the area or organization to be visited to make necessary arrangements.

- Make sure students have a field trip permission form completed (This must be on file in the office. Emergency numbers must be included).
- If the planned trip should cause students to be absent from other classes, an alphabetized list of students involved should be submitted to the office (preferably via email) one week before the trip. These lists will be distributed to classroom teachers.

Once students have boarded the bus and prior to departure, attendance must be taken and an accurate list must be submitted to the office before the bus departs on school days to positively identify those people on the bus, including chaperones.

Attendance must be taken during the trip each time students re-board the bus during the trip – not a head count, but a name roll call. Do not leave a student unless you have the verbal permission of the administration at which time a chaperone is left behind to help locate the student. Physical attendance must be taken at least every two (2) to two and one-half (2½) hours on trips covering entire days where students are permitted to move on their own in parks, museums, etc.

School rules apply for all trips. Additional rules per trip may be drafted for a particular trip by the administration and/or the Board of Education.

Students may be refused trips where previous problems have existed from such.

School day trips must be school-related and no student may be refused because of inability to pay.

A telephone number must be available for reaching an administrator on school and non-school days. It is the head chaperone's responsibility to secure this number.

Instructional Resource Guidelines

Policies regulating Instructional resources may be found in Board Policy EFA (Local).

Library

Classroom teachers should work closely with the librarian to arrange in advance for all full class assignments in the library. **THE TEACHER MUST ALWAYS ACCOMPANY HIS OR HER CLASS TO THE LIBRARY.** Small groups of individuals sent from class for library assignments shall be given a written pass with definite instructions concerning their study assignments. Upon entering the library, individual students must sign in. Students who wish to use the internet must have an internet usage permission form signed by their parents on file. Students will not be permitted to check out computers or books without a student ID.

Meetings

All professional staff are expected to attend and remain for each meeting in its entirety.

All professional staff will be responsible for the information presented.

Meetings may include, but are not limited to:

- Department meetings
- Faculty meetings
- Team meetings
- Grade level meetings

Faculty meeting schedules will be supplied by the campus principals at the beginning of each school year.

Called meetings will usually be announced in an e-mail or via the intercom.

Parent Communication

Our task is to initiate contact with parents and keep them informed. It is always more effective to call/visit with a parent about an individual student issue first. Written messages are easily misinterpreted. Be sure to be truthful, yet tactful in both written and oral communication. A colleague should read any notes before you send them to a parent. When you write a class or grade level letter, have the message approved by the principal and give a copy to the office. Be sure to document all conferences with the date, time, who attended, and subject addressed. Designated days for communication with parents and community will be set by campus administrators. There should be personal communication with every parent within your room each nine weeks (elementary only). Face-to-face contact shall be made with parents when it becomes obvious that the success of the student and the support of the parents may be enhanced by such contact.

Parking

Each campus has a parking lot provided for faculty and staff. All personnel are encouraged to park in designated areas. Parking in the front of the building is reserved for parents and visitors.

Parties

In the interest of creating a positive school climate and encouraging parental involvement, Mineral Wells ISD encourages elementary and secondary campuses to have a reasonable number of class parties during the school year. Principals are expected to use good judgment by monitoring the amount of time taken away from academics for class parties.

Principals are expected to use good judgement in ensuring that classrooms are cared for appropriately during and after parties. It is also the campus principal's responsibility to ensure that parties are non-discriminatory and culturally appropriate.

Parties cannot be held in the classroom during class time without permission from the administration. It is encouraged that parties have a TEKS connection.

Phone Calls – Cell Phone Use

Staff will not be called to the telephone except in an emergency. Messages will be taken and left in your mailbox. You may return calls during your planning period. Please do not make extended telephone calls for personal reasons during school time. Cell phones must be used appropriately during the instructional time.

Staff Children on Campus

Staff children will be allowed on campus before our students arrive in the classroom and after dismissal of the students. No staff children should be in their parent's classrooms during instructional day or for special events during the school day. When your children are on campus, they should be supervised at all times in your classroom and be respectful of school property and other staff members. Children are not allowed in the teacher workroom or lounge.

Surveillance

This district employs video/audio surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Visitors

All visitors must first check in at the office and secure permission to visit the school and be directed to the area desired. **Visitors must have a visitor's badge. Local Law Enforcement Agencies are not required to wear a visitor's badge if in uniform.**

Salesmen are not permitted on campus without a letter from the Assistant Superintendent and approval from the principal. They are only allowed to see employees based on previously scheduled appointments. They will not be allowed to sit in the workrooms to solicit business.

Parents wishing to discuss problems with teachers should make an appointment with the teacher through the school secretary for a conference during the teacher's conference period. Teachers cannot take time away from their students to visit with the parents during class. Parents wishing to visit a particular class should make arrangements with the teacher at least one day in advance. We do not permit students to bring visitors or friends to school.

Workrooms

Room is provided in the building for the exclusive use of the faculty. This room is available for relaxation, for correcting papers and other clerical duties; for holding conferences and

exchanging ideas, and for location of materials of professional interest during non-assigned time.

Use of the faculty room is to be restricted to those times when teachers do not have obligations, such as hall duty or supervisory responsibilities. Students are not to be in these rooms at any time. It is incumbent upon each faculty member to keep students from facilities provided for faculty use at all times.

Teachers shall make every effort to keep these areas clean and tidy. All cafeteria trays should be returned to the cafeteria at the end of the lunch period. Teachers should remove items they place in the refrigerators so that they remain free of clutter and old food. **NO** students or staff member's children should be in the teacher's workroom or lounges.

Extracurricular Activities

Definition of Extracurricular Activity

19 TAC §76.1001, Subchapter AA

(1) An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in paragraph (2) of this subsection.

(2) In addition, an activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria applies:

(A) the activity is competitive;

(B) the activity is held in conjunction with another activity that is considered to be extracurricular;

(C) the activity is held off campus, except in a case in which adequate facilities do not exist on campus;

(D) the general public is invited; or

(E) an admission is charged.

(2) A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance subject to the following requirements and limitations.

(A) Only the criterion listed in paragraph (1)(D) of this subsection applies to the performance.

(B) The requirement for student participation in public is stated in the essential knowledge and skills of the course.

The commissioner of education is not authorized to approve extracurricular organizations outside of school sponsored or UIL sponsored groups. Local boards of trustees are responsible for the sanctioning and approval of outside organizations as "extracurricular organizations" for their individual districts.

For more information see Board Policies FM, FMF

Grading

The instructional objectives are derived from the Texas Essential Knowledge and Skills for each grade-level subject and course. Assignments, tests, projects, classroom activities, and other instructional activities are designed so that the student's performance indicates the level of mastery of the instructional objectives. Mineral Wells ISD guidelines for grading are established to ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade assigned. These guidelines will be clearly communicated to students and parents.

Grade Reporting

Students will receive report cards at the end of each nine-week period. If a student receives a failing grade in any class on the report card, the parents will be notified of the need for a conference with the teacher who issued the failing grade. All conferences will be documented by the teacher, and this documentation will be given to the principal. The report card must be returned to the district and signed by the parent [Board Policy EIA (Legal)].

At the end of the first three weeks of a grading period, teachers will send home progress reports for all students. Teachers will phone parents of those students who do not return their progress reports signed. Teachers will phone the parents of any child who begins to fail after the progress reports are sent home at the third week. If a parent cannot be contacted by phone after reasonable attempts, a letter must be sent informing the parent of the child's progress. The progress report must be returned to the district and signed by the parent [Board Policy EIA (Legal)].

Gradebooks

Teachers are responsible for routinely entering grades in all subjects taught in the electronic grade book in the Skyward System. At the end of the nine weeks, the teacher should print a copy of all the grades entered and retain for their records. At the end of the year, the teacher will be responsible for turning into the principal a copy of each nine-week grade as a means of

documenting grades given. These records will be retained by the district for a period of two years. Pre-kindergarten teachers will be responsible for keeping a hard copy grade book and giving it to the principal at the end of the school year.

Progress reports and nine-week grade reports will be printed for distribution to students. Nine-week grade reports will be printed by the office. The office will inform teachers of the date when grades must be exported to the office. It is imperative that teachers meet these deadlines and make certain that reports are accurate. Any corrections will need to be reported to the office immediately, so corrections can be made. For pre-kindergarten, progress reports and nine-week grade reports will be done by hand.

Homework

The Mineral Wells ISD Staff recognizes that homework is an integral component of the learning process. The homework assigned should enhance the learning of necessary concepts and direct students toward mastery of the Texas Essential Knowledge and Skills (TEKS). Homework should provide students with opportunities to apply learning and experience necessary practice. It should also develop a certain amount of independence among students and provide an opportunity to take personal responsibility for their own achievement.

Guidelines for Teachers:

1. Homework should be directly related to the instructional objectives of the class.
2. The amount of homework should vary with the difficulty of the instructional objectives.
3. Homework should be utilized to reinforce, clarify, and achieve the instructional objectives that have previously been taught.
4. Time should be given to teach homework procedures and establish a routine with the students under your guidance.
5. Homework tasks should be appropriate to students' levels of achievement and individual differences in ability must be considered. Expectations for homework tasks must then be adapted accordingly. Homework may be varied where appropriate to provide support for learning differences.
6. Homework should be collected by the teacher, graded, and returned in a timely fashion.
7. When homework assignments are consistently not being completed, parental contact is essential (phone calls, notes in planners, etc.). An appropriate plan of action should be developed between the student, parent, and teacher. This plan should be appropriate to the child's needs and home influences.
8. Long-term assignments should have established check points for the teacher to give feedback on the progress being made and to notify parents if satisfactory progress is not being made.

Retention and Promotion

CURRICULUM MASTERY

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

STUDENTS Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

STANDARDS FOR MASTERY

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

GRADES 1–3

In grades 1–3, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for the following subject areas: language arts, reading, mathematics, science, and social studies.

GRADES 4–8

In grades 4–8, promotion to the next grade level shall be based on a passing score on the applicable exit-level examination or an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for the following subject areas: language arts, mathematics, science, and social studies.

GRADES 9–12

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

Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law.

DEFINITION OF 'PARENT'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

ASSIGNMENT OF RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the district shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting.

REDUCING STUDENT RETENTION

The district shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Re-teaching, Re-testing, and Tutorials

Re-teaching and remediation are important parts of instruction. Throughout a daily lesson, the teacher should monitor student understanding which should alert the teacher to possible re-teaching. Providing practice with teacher assistance will reduce student failures.

Tutorials will be provided for any student who fails any subject during the nine-week period. Tutorials can occur before, during, and after the school day. Principals will develop a system for monitoring tutorials on each campus.

Lamar Grading Policy

Policy for retaking or redoing failed assignments/tests

Grades will reflect where students are developmentally. Daily/weekly assessments will show where students are in mastery of those skills. Students may be given a replacement assignment/test at the discretion of the individual teacher. Assignments/tests exempt from retaking are benchmarks and formative running record assignments.

Note: Extenuating circumstances shall be addressed by each individual teacher.

Houston Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments. Final Exams/End of Unit Assessments and long-term projects such as research papers are exempt from this requirement. The student will have five (5) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is reassessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made.

Tests: A student may correct a unit test at school. If they score 0-49, they are eligible to make it up to 50. If they make a 51-69, they are eligible to make it up to a 70. This is for tests only. Students typically have one to two tests a nine-week period.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher. Also, second grade teachers will follow standards-based grading requirements

Travis Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work, providing the work is eligible for redo, with a maximum grade of 70 allowed. Checkpoints, benchmarks, end of the unit assessments, and long-term projects such as research papers are exempt from this requirement. If a student makes a 50 on an assignment or test and is reassessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made. Assignments and/or tests eligible for redo will be determined by the teachers at each grade level. It is the responsibility of the student to make arrangements with the teacher to redo assignments and/or tests. Long-term projects are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teach

Mineral Wells Junior High Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70. It is the responsibility of the students to make arrangements with the teacher to redo assignments or retake tests. Mid-term and final exams, labs, concerts/performances, and long-term projects such as research papers are exempt from this requirement. The students will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher. A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is reassessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the reassessment, the student will receive the higher of the two grades made.

Advanced classes may use a grading policy which is different from that used in other classes. The details of these grading policies will be supplied in the syllabus for each advanced class. This syllabus is sent home at the beginning of the year.

Mineral Wells High School Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments or retake tests. Teachers are permitted to require a student to attend before- or after-school tutoring in order to qualify for a redo. Final and mid-term exams and long-term projects such as research papers are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is reassessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the re-assessment, the student will receive the higher of the two grades made.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests, at the discretion of the individual teacher.

Recess

(Elementary only)

Each class has a scheduled recess time. The recess time is a part of each teacher's assigned duties. Teachers *should be* directing activities and monitoring the playground. It is not a time for *sitting and observing or visiting with other teachers*. Your close supervision will help to prevent student conflict and will enhance student safety during recess time.

Supervision of Students

Teachers are expected to attend and help supervise school functions during the school day.

When the dismissal bell rings, be at your door in the hall to clear the halls and direct students to their assigned rooms and be sure to greet your class.

Check students in the hall to determine the legality of their presence. If there is any question on a student's presence in the halls, return the student to the responsible teacher. If the situation demands, bring the student to the office. Students must have a signed, written passes in order to be in the corridors during class time.

Check visitors and strangers in the building, both within the building and outside of the building. Refer or report all strangers to the office. (Visitors should be guided personally to the office unless it would put the staff member in imminent danger)

Never leave your students in class unattended.

UIL

Limitations of Awards

A participant school or member of the school district may not give an award in excess of \$50 in money, product, or service to a student during his high school enrollment at the same school for participation in an interschool contest for which the UIL has a contest plan but may give once a year an additional symbolic award generally sold for no more than \$8 (retail) for each interschool contest activity.

UIL Sponsorship

All UIL sponsors must attend training on the UIL Constitution and Contest Rules every year. Campus administration will indicate the amount of stipends for any UIL event. The stipend is not considered part of the employee's contract.

Teacher's Guide to Student Discipline

This general overview of discipline is designed to inform teachers of issues that arise in disciplinary situations. This is a supplementary document that complements the District's Student Code of Conduct. When in doubt, consult with appropriate administrators regarding disciplinary decisions.

Student Code of Conduct FAQ's

What is the Student Code of Conduct? Does the district need one?

Chapter 37 of the Texas Education Code requires all districts to have a Student Code of Conduct (SCOC), which includes the following:

Standards for student conduct:

- Circumstances under which a student may be removed from a classroom, campus, or Disciplinary Alternative Education Program (DAEP);
- Conditions that authorize or require a principal or other appropriate administrator to place a student in a DAEP; and
- Conditions under which a student may be suspended or expelled from school.
- The scope of the SCOC should be limited to establishing the behaviors that are acceptable and unacceptable to the district and the resulting consequences for unacceptable behavior.

Where can I get a copy of our Student Code of Conduct?

Teachers may request a copy from the principal or assistant principal. The district will post and prominently display the SCOC at each campus or make it available for review in the principal's office and on the MWISD website.

Does the Student Code of Conduct change from year to year?

There are several ways that the SCOC could change. First, the Texas Legislature meets every other year and may enact legislation that requires changes in the SCOC. TASB revises the Model Student Code of Conduct as needed after a legislative session and district administrators incorporate those changes into the local SCOC. TASB also incorporates other changes that are required by law, including relevant federal legislation, federal and state regulations, and federal and state court decisions. Finally, district administrators, with the approval of the Board of Trustees, might make changes that affect the local SCOC at any time. Generally, however, changes are made in order to start the school year with a new Student Code of Conduct.

How does the district go about revising the Student Code of Conduct?

Revisions to the district's SCOC are usually initiated by the administrators with input from the district-level planning and decision-making committee. The SCOC must be adopted by the

Board and has the same weight as any policy in the district's Local Policy Manual. All changes to the SCOC must be presented to the Board for adoption.

What happened to the discipline management plan some districts had?

The legislature amended the Education Code in 1995 mandating a shift from the discipline management plan to a discipline management program anchored by the Student Code of Conduct. The district-level planning and decision-making committee is now tasked to include a discipline management program in the district improvement plan and the Board is required to adopt an SCOC.

Is it a good idea to categorize disciplinary offenses and punishments by "levels"?

The use of "levels" is no longer workable for an SCOC due to the structure and complexity of the Education Code's provisions related to discipline. Now, particular disciplinary measures, including expulsion or placement in a DAEP, are prescribed for a series of specific offenses. As a result, TASB Legal Services recommends that districts eliminate the use of, or reference to, levels in their SCOC. The TASB Model Student Code of Conduct does not categorize disciplinary actions by levels of offenses.

Classroom Discipline

Besides the Student Code of Conduct, what else is relevant in disciplinary situations?

There may be campus and classroom rules in addition to expectations and requirements found in the SCOC. The rules may be posted in the classroom, given to students, or printed in the Student Handbook and may overlap with some behaviors listed in the SCOC. For instance, the dress code is referred to in the SCOC, but it should be disseminated in the Student Handbook.

For violations of campus and classroom rules or SCOC behaviors that do not have mandatory consequences, the district may designate discipline management techniques for teachers to employ, such as the following:

- Verbal correction
- Seating changes within the classroom
- Temporary confiscation of items that disrupt the educational process
- "Cooling off" time
- Rewards or demerits
- Behavioral contracts
- Detention
- Counseling by teachers, counselors, or administrative personnel
- Parent-teacher conferences

When can I remove a student from the classroom?

Teachers may use discipline management techniques such as a "time out" either in or out of the classroom when a student misbehaves or is disruptive.

There are also three categories of teacher removals to the principal's office:

- Informal removal
- Discretionary formal removal
- Mandatory formal removal

What is an informal removal to the principal's office?

An informal removal occurs when a student exhibits problem behavior and the teacher sends the student to the principal's office for a short period of time. The principal uses an appropriate discipline management technique consistent with the district's SCOC, such as detention, parent/teacher conference, assignment of tasks, or withdrawal of privileges. Generally, the student returns to the classroom later the same day or the next school day.

What is a discretionary formal removal to the principal's office?

In some instances, a teacher has the discretion to remove a student from the classroom. Such discretionary formal removals may result in a longer student absence from the classroom. A teacher may initiate a discretionary formal removal from the classroom in one of two circumstances:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class; or
2. The student's behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

When a teacher initiates a formal removal, the principal may place the student into another appropriate classroom, into in-school suspension, or into a Disciplinary Alternative Education Program, depending on the nature of the behavior. The principal may also use other discipline management techniques.

What is a mandatory formal removal to the principal's office?

If the student's behavior requires mandatory placement in a Disciplinary Alternative Education Program or expulsion, the teacher must remove the student from class and send the student to the principal's office. The SCOC lists the offenses that receive mandatory consequences, some of which are identified by law and some of which have been designated by the district.

What is an emergency removal?

The Education Code includes a provision that allows administrators to place a student in a Disciplinary Alternative Education Program or to expel the student from the regular classroom

in an emergency situation. To order an emergency removal to a DAEP, the principal or his or her designee must reasonably believe that the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with one or more of the following:

1. A teacher's ability to communicate effectively with the students in a class;
2. The ability of the student's classmates to learn; or
3. With the operation of school or a school-sponsored activity.

To order an emergency expulsion, the principal or his or her designee must reasonably believe that the action is necessary to protect persons or property from imminent harm. At the time of an emergency placement or expulsion, the student must be given oral notice of the reason for the action. It must be a reason for which placement in a DAEP or expulsion could also be made on a non-emergency basis. The district must conduct further due process proceedings as set out in the SCOC. The appropriate administrator should be contacted for directions.

Do I have a choice whether to report a student who violates the Student Code of Conduct?

Many violations of the SCOC are handled through discipline management techniques in the classroom. Violations that carry a mandated consequence through law or district choice, however, must be reported.

What can I do if I object to a student being returned to my classroom after he or she has been removed for disciplinary reasons?

After a formal teacher removal, if the teacher objects to the return of the student to the classroom, a placement review committee will review the situation. The placement review committee consists of three members: two teachers who are chosen by campus faculty and one professional staff member appointed by the campus principal. If the placement review committee determines that returning the student to the teacher's class is the best or only alternative available, then the student shall be returned to the class.

What can I do if I disagree with how a disciplinary situation has been handled?

A teacher should first attempt to resolve the differences informally with the administrators responsible for the disciplinary decision. If the teacher is not satisfied after attempts at informal resolution, he or she may file a grievance by following the process described at DGBA (LOCAL) in the district's Local Policy Manual.

Why do I no longer have to prepare written reports of disciplinary actions?

The law has changed to give districts greater local control over written reports related to discipline. The Education Code requires school boards to include information about written disciplinary reports in their Student Codes of Conduct. Also, the Education Code limits the type of written reports that a teacher can be required to prepare. School districts are not precluded from collecting additional essential information from a classroom teacher upon agreement between a teacher and the district.

How is the educational process continued when a student is placed in a Disciplinary Alternative Education Program (DAEP), a Juvenile Justice Alternative Education Program (JJAEP), or in-school suspension?

The Education Code obligates districts to provide students in a DAEP and in-school suspension with the opportunity to complete coursework before the beginning of the next school year through some method, which may include correspondence courses, distance learning, or summer school.

How does discipline in extracurricular activities relate to the Student Code of Conduct?

The SCOC applies to students in extracurricular activities outside of the instructional day and away from district facilities. With the principal's approval, sponsors and coaches may also establish higher standards of discipline and dress for participating students. These standards should be distributed to students upon joining an activity. In addition, when a student's behavior requires placement in a DAEP according to state law, the law also prohibits that student from participating in school-sponsored or school-related extracurricular activities. Local policy may also prohibit a student from participating in these activities if the student is placed in a DAEP for discretionary reasons.

These higher standards may include, but are not limited to:

- The Athletic Code of Conduct
- Cheerleader Constitutions
- Student Council Handbook
- NHS Rules
- Ag Handbook
- Safe Rider Handbook

How can I learn more about the law and policy governing student discipline?

Section 37.018 of the Education Code directs all districts to provide each teacher and administrator with a copy of Education Code Chapter 37 Subchapter A and any local policies relating to this subchapter. The Student Code of Conduct is adopted by the Board and constitutes local policy regarding discipline in the District.

[Chapter 37 Subchapter A \(https://www.tasb.org/services/policy-service/resources/documents/chapter37_2021_annotated.aspx\)](https://www.tasb.org/services/policy-service/resources/documents/chapter37_2021_annotated.aspx)

**Mineral Wells ISD - Local Procedures & Programs
Description Manual
State Compensatory Education**

(Supplemental Intensive & Accelerated Instruction)

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Section II:	Student Eligibility
Section III:	Identification Procedures Responsibilities – Campus Contact Procedures for Identifying Students Periodic Updates and Reviews
Section IV:	Provision for Services Services Monitoring
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Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Mineral Wells ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met - to increase the academic achievement and reduce the drop-out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all MWISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77th SB 702 Enrolled – Bill Text).

General Use of Funds

Mineral Wells ISD uses all SCE funds to supplement services beyond those offered through the regular education program, including the percentage allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the four components on our Title I, Part A school-wide campuses. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A School-wide Elements, so long as the campuses continue to meet, at minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section 2: Student Eligibility

Mineral Wells ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

For purposes of this section, "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section [37.006](#) during the preceding or current school year;
- (7) has been expelled in accordance with Section [37.007](#) during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section [29.052](#);
- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

(14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section [1.07](#), Penal Code.

Section 3: Identification Procedures

Responsibilities – Campus Contact

The Directors of Elementary and Secondary Education, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Responsibilities of each contact include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The Executive Director of Special Programs shall establish uniform procedures for identifying students, utilizing the district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section 11). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the Executive Director of Special Programs, the Executive Director of Curriculum and Instruction, the Executive Director of Assessment and Counseling, and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For PK-2 students only – students' performance on a readiness test or assessment instrument administered during the current school year.

- For students in grades 3-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as at-risk)
- Retention rates
- Performance on State assessments,
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution, or other conditional release
- Previous dropout information
- LEP status
- DPRS referrals (current year)
- Homeless status
- Residential facility placement data (preceding or current school year)

Section 4: Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments
- Extended learning opportunities (e.g., before-, during- and/or after-school tutoring sessions)
- Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery – like services)
- Counseling sessions
- Peer, teacher, community – member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Training sessions for parents of identified students
- Intensive, supplemental reading programs
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Class – size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic interviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of nine-week failure lists
- To the extent possible, quarterly, and/or other timely consultations with law enforcement agents and representatives from DPRS
- As appropriate, review impact of counseling services offered to identified students

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Retention status
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The Executive Director of Assessment and Instruction will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in each campus plan.

Section 7: Campus-Level Services

Based upon students' qualifying criteria, each campus' specific services funded by State Compensatory dollars are located within the campus plan. As additional students are identified, additional services may be added, and others may be modified or deleted.

Mineral Wells Independent School District - Staff Acceptable Use Policy

Mineral Wells Independent School District (MWISD) makes a variety of communications and information technologies available to district employees through computers, networks, internet, e-mail, enterprise systems, and other means. When properly used, these technologies promote educational excellence by facilitating resource sharing, innovation, and communication within the district. Illegal, unethical, or inappropriate use of these technologies can have dramatic consequences that harm the district, its students, and its employees.

Please note that the Internet is a network of many types of communication and information resources. It is possible that you may come across some material that you find objectionable. While the district uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. The district firmly believes that the valuable information and interaction available through the appropriate use of technology far outweighs the possibility that users may procure material that is not consistent with the district's educational goals. It will be your responsibility to follow the rules for appropriate use. If you encounter a web site that you believe should be blocked, please notify the Technology Department.

Access to the network or other technology resources or systems is a privilege—not a right—and it may be revoked by the district at any time. For purposes of this use agreement, vendors and independent contractors are considered district employees.

Mandatory Review

All district employees shall be required to acknowledge receipt and understanding in writing of this Acceptable Use Policy (AUP) each school year.

Scope of this agreement

This AUP applies to any technology system provided or managed by the district, including, but not limited to computers, networks, internet, phones, servers, files, data, enterprise systems, software, mobile technologies, and cloud-based storage and resources.

Subject to Monitoring

All MWISD technology system access and usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. System users should not use the MWISD technology systems to send, receive, or store any information (e.g. e-mail, documents, etc.) that they consider personal or confidential and wish to keep private. Users should treat MWISD technology systems like a shared or common file system with the expectation that electronic files sent, received, or stored anywhere in the MWISD technology system will be available for review by any authorized representative of the district for any purpose. The district reserves the right to monitor, review, copy, modify, delete, or disclose such files for any purpose.

Mineral Wells ISD Employee Code of Conduct

District employees are expected to maintain appropriate and professional conduct when accessing the communications and information technologies available through the district's technology systems. All employees must always comply with the AUP when accessing any part of the technology system.

Use of System Resources

System users are asked to purge e-mail or outdated files on a regular basis, but to remain in compliance with record retention requirements.

Inappropriate Use

Inappropriate use includes, but is not limited to, uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of any components that are connected to the district's technology systems. Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, illegal, or damaging to another's reputation are prohibited.

The following actions are also considered inappropriate uses and are prohibited:

- Violations of law including improper use of copyrighted materials, plagiarism, or other protected materials.
- Tampering with or theft of components from district systems may be regarded as criminal activity under applicable state and federal laws.
- Modifying or changing computer settings and/or internal or external configurations without appropriate permission.
- Use of the system for any type of income-generating activity or advertising the sale of products, whether commercial or personal.

- Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the district.
- Vandalism, abuse of school owned equipment, deliberate attempts to degrade or disrupt equipment or systems.
- Attempts to circumvent district security measures or to compromise security.
- Sharing usernames and passwords with others and/or borrowing someone else's username, password, or account access.
- Other actions commonly viewed as inappropriate technology use or illegal.

Confidential or Sensitive Data

Employees will maintain the confidentiality of all protected information to which they have access, including student and personnel information.

Employees shall comply with all applicable laws and regulations pertaining to the release of student information, including but not limited to, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g, and district policies and procedures.

Employees using electronic or printed confidential or sensitive information should exercise reasonable care in its use, storage, and destruction. It is the individual's responsibility to prevent unauthorized access to confidential data and to prevent dissemination beyond the scope of its original purposes. Immediately report any known or suspected data breaches to the district.

External requests for the disclosure of student and sensitive data shall not be released without authorization and shall be routed through proper channels for approval and delivery.

Reasonable security precautions and protections should be used to ensure that unauthorized persons do not gain access to the data.

Prohibited practices that undermine confidentiality or security include, but are not limited, to the following:

1. Leaving your computer unattended while student information is visible on the screen or otherwise inappropriately accessible. **You must lock your computer screen when your computer is unattended.**
2. Sharing personally sensitive / confidential data, including passwords, with unauthorized individuals.
3. Failing to exercise reasonable care in student data use, storage, and appropriate destruction.
4. **Saving and/or exchanging student data via non-district supported cloud services (e.g. DropBox, etc.).** Student data **may only be saved** and/or exchanged on district

authorized, managed, and supported cloud-based resources (i.e. Google Workspace Drive or Microsoft OneDrive).

5. Downloading and/or storing sensitive/confidential data on non-district devices (e.g. personal computer, USB-based external drives, etc.).
6. Retaining sensitive/confidential information longer than necessary for specific work-related task or purpose.
7. Intentionally releasing sensitive/confidential information (including rosters) via printed listings or through viewing of access screens to circumvent controls.
8. Use of public Wi-Fi that is not encrypted (password not required to join) to conduct school business.

Mobile Devices, Personal Devices, and Remote Access

The access, use, and storage of any district provided data, system, or resource on a personal or mobile device, or using any form of remote access is subject to all of the terms, practices, and requirements of this AUP. This includes, but is not limited to, use of cell phones for e-mail access, data access or synchronization on non-district devices, VPN or other remote access methods, and the use of any district computing resources from a non-district location.

By configuring e-mail and/or data synchronization on a mobile device such as a cell phone, due to privacy and public information data contained therein, you agree to notify the Technology Department if the device is stolen, lost, or infected with a virus or malware. All data on the device should be remotely wiped, including all messages, contacts, calendar, pictures, etc. and reset to the factory default state. The employee should also contact their carrier to disable cellular phone service and prevent unauthorized phone use. In the event that the district determines that the data on a mobile device poses a security risk to the district, the district reserves the right to notify the user and remotely wipe the device.

Participation in Social Media Learning Environments

Employees may participate in social media learning environments (e.g. blogs, discussion forums, RSS feeds, wikis, and message boards, etc.) within a district-approved, curriculum-supported, safe and secure, learning opportunity. The use of these social media environments must be directly related to school assignments or class projects and not for personal use. Electronically posting personal information about yourself or others (e.g. addresses, phone numbers, etc.) is strictly prohibited.

Reporting Security Problems

A user should immediately notify the district's Technology Department if knowledge of inappropriate material or a security problem on the district's technology systems is identified; the security problem should not be shared with others.

Disclaimer

The district's technology systems are provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the district.

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's technology system.

Elastic Clause

The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may arise requiring actions that are not covered under these guidelines. In all cases, rules, regulations, and possible consequences shall be as consistent as possible with previously established rules, regulations, and consequences for similar incidents.

Matters omitted from these guidelines should not be interpreted as a limitation to the scope of the district's responsibility or authority in dealing with any type of infraction that may not be in the best interest of the safety and security of the students or staff.

Consequences for Violations

If a violation of the AUP occurs, employees will be subject to one or more of the following actions:

1. Revocation of access;
2. Disciplinary action;
3. Loss of employment with the district;
4. Appropriate legal action.

MWISD Employee Laptop Agreement

Employees are often issued laptops to meet their teaching and professional computing needs. A laptop provides great flexibility and movement in your classroom and the ability to take the laptop to other rooms or home. Use of the laptop, district systems or networks, internet, or

other technology resources must comply with the staff acceptable use policy and this agreement.

- The assigned laptop remains the property of Mineral Wells ISD and must be returned by the end of the business day if the employee ends employment with the district or changes to a position that does not require a laptop.
- Writing on or placing labels or stickers on the laptop is prohibited. Laptops returned with writing, stickers, or residue from stickers will incur a cleaning fee of \$15.
- Attempts to circumvent any security, district systems, or to install unauthorized software on the laptop is prohibited.
- Internet access on an employee laptop is filtered for content and logged.
- School-related communication/business must not be conducted on unsecure/public Wi-Fi networks.
- Any issues or problems with the laptop must be reported via the ticket (Technology Support) system so they can be addressed or fixed. Only MWISD technology personnel may attempt any form of remediation.
- Staff-issued laptops must not be used by students.
- Reasonable care and precautions must always be taken to prevent damage, loss, or theft. This includes, but is not limited to:
 - Do not leave the laptop on the seat of your car
 - Do not leave the laptop visible and unsupervised in a non-secure location
 - Keep food and drink away from the laptop
 - When transporting the laptop, use the provided bag or another protective case
 - Do not leave the laptop where it may be exposed to extreme heat or cold
 - Place the laptop solidly on a safe surface to avoid falls or being knocked over

While we understand that normal wear and tear will occur and unexpected situations arise, any damage, loss, or theft resulting from negligence or not taking reasonable precautions will incur a replacement fee of \$100 or actual repair cost, whichever is less. If damage, loss, or theft occurs and reasonable precautions were taken, there will be no fee incurred. Loss of the laptop power cord will incur a replacement fee of \$30.

Any loss or theft must be reported to the MWISD Technology Department within 3 business days and a police report is required for any theft. If theft is covered by your insurance claims, the laptop replacement value should be included and reimbursed to the district.

We strongly recommend using the Google Drive for Desktop software installed on your laptop to automatically back-up your documents to your district-issued Google Drive.

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Mineral Wells ISD Student Handbook 2026-27 School Year



If you have difficulty accessing the information in this document because of disability, please contact the district at mwisdcommunications@mwisd.net or (940)325-6404.

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Preface Parents and Students:

Welcome to the new school year!

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

The Mineral Wells ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Mineral Wells ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.mwisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of the Student Code of Conduct or Student Handbook can be requested at the campus principal’s office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.mwisd.net.

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The policy manual includes:

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

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

David Wells
Assistant Superintendent – Student Services
906 SW 5th Ave, Mineral Wells, TX 76067
dwells@mwisd.net
940-325-6404

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

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

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

David Wells
Assistant Superintendent – Student Services
906 SW 5th Ave, Mineral Wells, TX 76067
dwells@mwisd.net
940-325-6404

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Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

The Wellness and Sexual Health curriculum for grade 6 – high school consists of 10 lessons. The curriculum includes instruction for the following topics: Puberty, Anatomy, Physiology, Pregnancy, Sexually Transmitted Diseases, Legal Issues/Sexual Abuse, Essential Needs, Communication Skills & Relationships, and Health Risk Behaviors Avoidance/Reduction. In accordance with state law, a parent may:

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

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

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

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- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://www.mwisd.net/>. Trafficking includes both sex and labor trafficking. For more information, see the district's abuse prevention instruction website at www.mwisd.net.

In accordance with state law, a parent may:

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

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[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

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

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

The district has established procedures to identify and evaluate the mental health needs of our students. A student can be put into contact with a member of the safe and supportive school program team through a student outcry or through reports from other students, staff, teachers, counselors, and/or administration. Once a team member has received the recommendation, a meeting will be set to establish the severity of the need. In needed cases, the team member will complete an at-risk assessment to determine the level of the student's need. The assessment will guide the actions moving forward, as well as any other resources and/or agencies that may need to be contacted.

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

The mental health liaison can be reached at:

Hope Mesler

Mental Health Counselor

3801 Ram Blvd, Mineral Wells, TX 76067

hmesler@mwisd.net

(940) 325-4408

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

[See Mental Health Support (All Grade Levels)]

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

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

- Artwork
- Special projects

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- Photographs
- Original videos or voice recordings
- Other original works

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

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

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

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

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

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

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

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

Opting Out of Advanced Mathematics in Grades 6-8

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

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

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

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Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

AND

The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year.

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name;

- electronic email address;
- photograph;
- honors and awards received;
- grade level;
- most recent educational institution attended;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams; and
- enrollment status.

If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information:

- student name;
- photograph;
- date and place of birth;
- honors and awards received;
- grade level;
- enrollment status;
- participation in officially recognized activities and sports; and
- weight and height of members of athletic teams

If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

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

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

- Name
- Address
- Telephone listing

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party

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- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

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

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

Parent Review of Instructional Materials and Plan

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

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

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

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of the plan or syllabus by request which may include the Response to Intervention (RTI) process, that helps the district meet the needs of all students.

Parents and guardians will be provided access to each teacher's instructional plan or course syllabus at the beginning of the school year or upon a student's enrollment in a course. This information outlines the general scope, sequence, and expectations for instruction.

Instructional plans and syllabi will be made available through one or more of the following methods:

- Posted in the district's learning management system or parent portal (e.g., ParentSquare, Google Classroom or Canvas)
- Sent directly via email by the classroom teacher
- Provided in hard copy upon request

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, contact the campus librarian.]

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)

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- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

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

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

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at:

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Mineral Wells HS

Shanna Spillers
3801 Ram Blvd
Mineral Wells, TX 76067
sspillers@mwisd.net
(940) 325-4408

Mineral Wells Academy

Stefany Johnston
3810 Ram Blvd
Mineral Wells, TX 76067
sjohnston@mwisd.net
(940) 325-4408

Mineral Wells Junior High

Eric Rivas
1301 SE 14th Ave
Mineral Wells, TX 76067
erivas@mwisd.net
(940) 325-0711

Travis Elementary School

Nichole Gray
1001 SE MLK, Jr. St.
Mineral Wells, TX 76067
ngray@mwisd.net
(940) 325-7801

Houston Elementary School

Jacy Roach
300 SW 13th St.
Mineral Wells, TX 76067
jroach@mwisd.net
(940) 325-3427

Lamar Elementary School

Rhonda Mack
2012 SE 12th St.
Mineral Wells, TX 76067
rmack@mwisd.net
(940) 325-5305

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

Mineral Wells HS

Shanna Spillers

3801 Ram Blvd

Mineral Wells, TX 76067

sspillers@mwisd.net

(940) 325-4408

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

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

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

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

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.mwisd.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom.

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

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

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

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

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

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

[See

Credit by Examination for Advancement/Acceleration

If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

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

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at

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the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

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

Lindsey Wells
Director of Curriculum
906 SW 5th Ave, Mineral Wells, TX 76067
lwells@mwisd.net
(940) 325-6404

A Student Who Is Homeless

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

Please also check the campus website for information related to services available in the area that can help families who are homeless.

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

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)

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- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

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

Lindsey Wells
Director of Curriculum
906 SW 5th Ave, Mineral Wells, TX 76067
lwells@mwisd.net
(940) 325-6404

[See

Credit by Examination for Advancement/Acceleration

If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

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

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

Special Education Referrals

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

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

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

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

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

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

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

Kendra Fowler

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Director of Special Education
906 SW 5th Ave, Mineral Wells, TX 76067
kfowler@mwisd.net
(940) 325-6404

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Kendra Fowler
Director of Special Education
906 SW 5th Ave, Mineral Wells, TX 76067
kfowler@mwisd.net
(940) 325-6404

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

Amber Moore
Director of Counseling and Assessment
906 SW 5th Ave, Mineral Wells, TX 76067
amoore@mwisd.net
(940) 325-6404

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

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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

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

Texas Driving with Disability Program

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

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Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

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

Age 19 and Older

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

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Compulsory Attendance — Exemptions

All Grade Levels

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

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

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

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

Secondary Grade Levels

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

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

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

- The board has authorized such excused absences under policy FEA(LOCAL)

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- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

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

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

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

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school

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- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

Esteban Flores
DAEP and Attendance Coordinator
906 SW 5th Ave, Mineral Wells, TX 76067
eflores@mwisd.net
(940) 325-6404

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

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day. Contact the campus for official attendance taking time.

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

Documentation After an Absence (All Grade Levels)

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

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

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

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

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

Within 2 days of returning to school, a student who is absent for more 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

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condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

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

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

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.mwisd.net. Hard copies of any reports are available upon request to the district's administration office.

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

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

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

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Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions

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- Name-calling
- Rumor-spreading
- Ostracism

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student can report in three secure and anonymous ways:

- **Download the STOPit app** from [Google Play](#) or [Apple App](#) stores.
- **Through the website** using this link: <https://web.stopitsolutions.com/login>
 - Search for your campus name using the "Search for Your Organization button".

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- Report **through the STOPit Hotline number at 512-357-8855** and you will be connected to an agent. .

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

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

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

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

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

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

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

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an [appendix](#).

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

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

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

Mineral Wells High School Career and Technical Education offers courses that will satisfy

graduation endorsements in Business & Industry, Public Service, and/or STEM.

MWHS offers 15 Programs of Study which include the following courses:

- **Animal Science:** Principles of Ag, Food, & Natural Resource, Livestock Production, Advanced Animal Science, and Practicum in Ag, Food and Natural Resources

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- **Agricultural Technology and Mechanical Systems:** Agricultural Mechanics and Metal Technologies, Agricultural Structures Design & Fabrication, Agricultural Equipment Design & Fabrication, and Practicum in Ag, Food and Natural Resources
- **Plant Science:** Principles of Ag, Food, & Natural Resource, Floral Design, Advanced Plant and Soils Science, Advanced Floral Design, and Practicum in Ag, Food and Natural Resources
- **Carpentry:** Principles of Construction, Construction Technology I, Construction Technology II, and Practicum in Construction Technology
- **Digital Communications:** Principles of Arts, A/V Technology & Communications, Audio/Video Production I, Audio/Video Production II, and Practicum in Audio/Video Production
- **Graphic Design and Interactive Media:** Principles of Arts, A/V Technology & Communications, Graphic Design and Illustration I, Graphic Design and Illustration II, and Practicum in Graphic and Illustration
- **Marketing and Sales:** Principles of Business, Marketing, & Finance, Sports and Entertainment Marketing 1 & 2, Advertising, Social Media Marketing, Practicum in Marketing
- **Teaching/Training:** Principles of Education, Human Growth and Development, Instructional Practices, and Practicum in Education and Training
- **Diagnostic and Therapeutic Services:** Principles of Health Science, Medical Terminology, Anatomy and Physiology, and Health Science Theory, Practicum in Health Science
- **Exercise Science, Wellness, and Restoration:** Principles of Health Science, Interpersonal Studies, Lifetime Nutrition and Wellness, Kinesiology 1, Kinesiology II, Career Prep for Programs of Study.
- **Culinary Arts:** Principles of Hospitality & Tourism, Introduction to Culinary Arts, Culinary Arts I, Advanced Culinary Arts, and Practicum in Culinary Arts
- **Welding:** Introduction to Welding, Welding I, Welding II, and Practicum in Manufacturing
- **Automotive and Collision Repair:** Automotive Basics, Automotive Technology I, Automotive Technology II, and Practicum in Transportation
- **Drone:** Introduction to Unmanned Aerial Vehicle Flight, Robotics 1, Robotics 2, Career Prep for Programs of Study
- **Programming and Software Development:** Fundamentals of Computer Science, AP Computer Science Principles, AP Computer Science A, Independent Study in Technology Applications

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Any student who is interested in the above programs may participate by following the coherent sequence of courses.

These courses are subject to change from time to time. Students with an interest in CTE classes should visit with their counselors about this course of study.

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

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

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

Celebrations (All Grade Levels)

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

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

[See Food Allergies (All Grade Levels)]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at www.mwisd.net. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

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Duty to Report

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

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

Physical abuse

Possible warning signs of physical abuse include:

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

Sexual Abuse

Possible warning signs of sexual abuse include:

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

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

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression

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- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

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

School Staff Misconduct

Possible warning signs of school staff misconduct include:

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

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

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

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

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

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

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

The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned, unless excluded below.

Exclusions

For the graduating class of 2027, the calculation of class rank shall exclude grades earned in or by a local credit course, summer school, distance learning, and credit by examination (with or without prior instruction) unless the student earned state graduation credit.

Beginning with the class of 2028, the calculation of class rank shall exclude grades earned in any course for which credit is earned outside the regular school day or regular school year, including summer school; any local credit course; any credit recovery program, whether for credit recovery or for original credit; a distance learning course, unless the course is either assigned to the student by the District or offered as a course option along with traditional District courses; and credit by examination, with or without prior instruction.

Weighted Grade Point Average (GPA)

For students graduating in the classes of 2022 and thereafter, the District shall convert grades earned in eligible courses designated in the student handbook to grade points and shall calculate a weighted GPA in accordance with the following chart:

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Grade	AP / Dual Credit	Honors	Regular
100	5.3	5.0	4.0
99	5.2	4.9	3.9
98	5.1	4.8	3.8
97	5.0	4.7	3.7
96	4.9	4.6	3.6
95	4.8	4.5	3.5
94	4.7	4.4	3.4
93	4.6	4.3	3.3
92	4.5	4.2	3.2
91	4.4	4.1	3.1
90	4.3	4.0	3.0
89	4.2	3.9	2.9
88	4.1	3.8	2.8
87	4.0	3.7	2.7
86	3.9	3.6	2.6
85	3.8	3.5	2.5
84	3.7	3.4	2.4
83	3.6	3.3	2.3
82	3.5	3.2	2.2
81	3.4	3.1	2.1
80	3.3	3.0	2.0
79	3.2	2.9	1.9
78	3.1	2.8	1.8
77	3.0	2.7	1.7
76	2.9	2.6	1.6
75	2.8	2.5	1.5
74	2.7	2.4	1.4

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73	2.6	2.3	1.3
72	2.5	2.2	1.2
71	2.4	2.1	1.1
70	2.3	2.0	1.0
Below 70	0.0	0.0	0.0

[See policy EIC for more information.]

Transferred Grades

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third quarter of the senior year. The third quarter grade shall be used as the semester grade for this purpose.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

- Have been continuously enrolled in the District high school for the four semesters preceding graduation;
- Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation; and
- Be graduating in exactly eight semesters of enrollment in high school.

Speeches at Commencement

Recognition as the valedictorian or salutatorian notwithstanding, in order to be eligible to give the valedictory or salutatory speech during the commencement ceremony, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, include removal to a DAEP, a three-day suspension, or expulsion during his or her last four semesters.

[See FNA and the Student Code of Conduct]

Breaking Ties

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian:

1. Compute the weighted GPA to the fourth decimal place (.0001).

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2. Compare the number of Advanced Placement courses taken by each student involved in the tie.
3. Calculate the numerical grade average of all Advanced Placement courses taken by each student involved in the tie.

Should a tie develop for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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

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

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

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

- Automatic college admission

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

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

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

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

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership Weatherford College, Tarleton State University, or McMurry university, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Please see your counselor for enrollment in these programs.

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

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

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

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the appropriate campus.

Automated Emergency Communications

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

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

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

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

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.mwisd.net and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at www.mwisd.net and at the principal's or superintendent's office. A parent may also submit a grievance electronically.

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

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

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

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

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

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Mineral Wells HS

Shanna Spillers
3801 Ram Blvd
Mineral Wells, TX 76067
sspillers@mwisd.net
(940) 325-4408

Mineral Wells Academy

Stefany Johnston
3810 Ram Blvd
Mineral Wells, TX 76067
sjohnston@mwisd.net
(940) 325-4408

Mineral Wells Junior High

Eric Rivas
1301 SE 14th Ave
Mineral Wells, TX 76067
erivas@mwisd.net
(940) 325-0711

Travis Elementary School

Nichole Gray
1001 SE MLK, Jr. St.
Mineral Wells, TX 76067
ngray@mwisd.net
(940) 325-7801

Houston Elementary School

Jacy Roach
300 SW 13th St.
Mineral Wells, TX 76067
jroach@mwisd.net
(940)325-3427

Lamar Elementary School

Rhonda Mack
2012 SE 12th St.
Mineral Wells, TX 76067
rmack@mwisd.net
(940)325-5305

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Deliveries

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

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit

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- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

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

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

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

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

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

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination

If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

Credit by Examination for Advancement/Acceleration

If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students who are 5 years old at the beginning of the school year will be eligible to accelerate to the next grade level if the student scores at least 90 in each area (math, reading, science, and social studies) on the adopted Kindergarten test. Students also must not have any areas of concern noted on the maturity checklist. Parents are required to pay for the tests.

Students in Grades 1-5

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

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

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Students in Grades 6-12

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

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

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

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

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

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

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

Dating Violence

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

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

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

- Physical or sexual assaults
- Name-calling
- Put-downs

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

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

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

For more information on dating violence, see:

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

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

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

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Sexual Harassment and Sex-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus counselor for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

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

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Investigation of Report

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

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

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

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

[See Remote Instruction]

Virtual and Hybrid Instruction

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

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

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

School Materials

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

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

Nonschool Materials

From Students

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

The Superintendent or designee shall designate times, locations, and means for distribution of nonschool literature by students at District facilities other than school campuses, in accordance with this policy [See policy FNAA for more information.]

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

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

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to superintendent for prior review. The superintendent will approve or reject the materials within two school days of the time the materials are

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received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The superintendent will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgement may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writing on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (Legal).

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

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

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the

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principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series.]

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

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

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

[See [See campus appendices for information.]

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

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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

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Students must keep a personal communication device powered off for the entirety of the school day while on school. When the school day begins, each student shall power off all personal communication devices and ensure their personal communication device(s) remains unused by securing the device(s) in the student's backpack or locker for the entirety of the school day; students found physically accessing the device are in violation of the policy. At the conclusion of the school day, subject to any other limitations contained in this policy, each student may begin using their personal communication devices.

If a student uses a personal communications device without authorization during the school day, the student will be disciplined according to the following:

The following are consequences for not following HB1481: Cell Phone Free Zone

1st offense Teacher takes device & turns it into the office.

Student can pick up the device at the end of the school day.

Student receives a warning.

2nd offense Teacher takes device & turns it into the office.

Parent must pick up the device at the end of the school day.

Student receives 1 day of lunch detention.

3rd offense Teacher takes device & turns into the office.

Parent must pick up the device at the end of the school day.

Student receives 3 days of lunch detention.

4th offense Teacher takes device & turns into the office.

Parent must pick up the device at the end of the school day.

Student receives 1 day of ISS/Loss of privilege of bringing a device to school.

5th offense Teacher takes device & turns into the office.

Parent must pick up the device at the end of the school day.

A discipline hearing is set up - Admin. discretion on additional ISS or DAEP.

*** Refusal to turn in the device to the teacher or administrator may result in loss of privilege to bring a device to school at any point. Additional consequences may be given.

*** Device refers to any communication device that is prohibited by state law.

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

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

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a

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prohibited personal communication device except as required by law. [See Possession and Use of Personal Communication Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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

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

End-of-Course (EOC) Assessments

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

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Emergent Bilingual Students (All Grade Levels)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall not limit an eligible student's absences related to participation in extracurricular activities. [See Record of Absences in FM(LEGAL)].
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

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Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Please see campus principal for a list of these.

Fees (All Grade Levels)

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

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

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

Fundraising (All Grade Levels)

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

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Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

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

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-17.5	Grade 11 (Junior)
18+	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

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

Testing Requirements for Graduation

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

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

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

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

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

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

[See Standardized Testing]

Foundation Graduation Program

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

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

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

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

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

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

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4

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Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and

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submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

MWISD counselors are prepared to assist all students and families applying for FAFSA/TASFA. A FAFSA night is provided each year to help parents and students with completing the appropriate forms. If you need additional assistance, please contact Mineral Wells High School at (940) 325-4408 and someone will provide one on one assistance.

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

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

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

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

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Graduation Activities

Graduation activities will include:

- Baccalaureate
- Graduation Ceremonies

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

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

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

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

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

Graduation Expenses

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

Scholarships and Grants

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

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

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

Harassment

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

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Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

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

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

Health — Physical and Mental

Health-Related Services

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

Illness (All Grade Levels)

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

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

Immunization (All Grade Levels)

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

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

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

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

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

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

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

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

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

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens®, Neffy®, or Auvi-Q.

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

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The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

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

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

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

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

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

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

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

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

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Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

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For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the website at [Bacterial Meningitis \(https://dshs.texas.gov/immunize/school/Meningitis-Information-for-Students---Parents.doc?terms=bacterial%20meningitis\)](https://dshs.texas.gov/immunize/school/Meningitis-Information-for-Students---Parents.doc?terms=bacterial%20meningitis) or information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the

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student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.mwisd.net.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

The full-time nurse:

- **Mineral Wells HS**
Renea Brown
3801 Ram Blvd
Mineral Wells, TX 76067
rbrown@mwisd.net
(940) 325-4408

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- **Mineral Wells Junior High**
Lindy Cabrera
1301 SE 14th Ave
Mineral Wells, TX 76067
lcabrera@mwisd.net
(940) 325-0711
- **Travis Elementary School**
Teri Seitz
1001 SE MLK, Jr. St.
Mineral Wells, TX 76067
tseitz@mwisd.net
(940) 325-7801
- **Houston Elementary School**
Jamie Turner
300 SW 13th St.
Mineral Wells, TX 76067
jturner@mwisd.net
(940)325-3427
- **Lamar Elementary School**
Renee Benavides
2012 SE 12th St.
Mineral Wells, TX 76067
rbenavides2@mwisd.net
(940)325-5305

The campus full-time school counselor(s):

- **Mineral Wells HS**
Angela Cook acook@mwisd.net
Jilleen Kesler jkesler@mwisd.net
Kenzie King kking@mwisd.net
3801 Ram Blvd
Mineral Wells, TX 76067
(940) 325-4408
- **Mineral Wells Junior High**
Molly Garcia
1301 SE 14th Ave
Mineral Wells, TX 76067
mgarcia@mwisd.net
(940) 325-0711
- **Travis Elementary School**
Jolene Williams

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1001 SE MLK, Jr. St.
Mineral Wells, TX 76067
jolenew@mwisd.net
(940) 325-7801

- **Houston Elementary School**

Tymmie Boyd
300 SW 13th St.
Mineral Wells, TX 76067
tboyd@mwisd.net
(940)325-3427

- **Lamar Elementary School**

Shannon Hockaday
2012 SE 12th St.
Mineral Wells, TX 76067
shockaday@mwisd.net

The local public health authority, The City of Mineral Wells Public Health Department, which may be contacted at 940-325-7844.

The local mental health authority, Pecan Valley Centers for Behavioral & Developmental Healthcare, which may be contacted at (817)579-4400.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.mwisd.net .

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF

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- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. [Plan](#)

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Lindsey Wells
Director of Curriculum
906 SW 5th Ave, Mineral Wells, TX 76067
lwells@mwisd.net

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information about the district's SHAC is available from the Assistant Superintendent – Student Services.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.mwisd.net.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Teri Seitz
1001 SE MLK, Jr. St.
Mineral Wells, TX 76067
tseitz@mwisd.net
(940) 325-7801

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Homework (All Grade Levels)

What a Parent Can Do to Help

- Be aware of the homework policy
- Be positive toward homework
- Provide a quiet, well-lighted area to complete homework
- Establish a definite time for homework
- Read to children regularly
- Refrain from doing the child's homework
- Inform teachers of any concerns about homework as they arise

Student Responsibilities

- Seek immediate help from teachers if work is not understood
- Complete and return all homework on time
- Read nightly for pleasure
- Establish a realistic time schedule for long term assignments
- Do homework on your own and to the **BEST** of your ability

See campus appendices for more information.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

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Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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

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

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

During Lunch

All campuses in MWISD are closed campuses and no students are allowed to leave during lunch without a parent.

At Any Other Time During the School Day

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

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

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Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

The teacher and student will work together and focus on mastering the course content.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at www.mwisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Natalie Griffin
Assistant Superintendent – Human Resources
906 SW 5th Ave, Mineral Wells, TX 76067
ngriffin@mwisd.net
(940) 325-6404

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Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

- | | |
|---|--|
| • <i>Kendra Fowler</i> | <i>Amber Moore</i> |
| • <i>Director of Special Education</i> | <i>504 Coordinator</i> |
| • <i>906 SW 5th Ave, Mineral Wells, TX 76067</i> | <i>906 SW 5th Ave, Mineral Wells,</i> |
| <i>TX 76067</i> | |
| • kfowler@mwisd.net | amoore@mwisd.net |
| • <i>(940) 325-6404</i> | <i>(940) 325-6404</i> |

For all other concerns regarding discrimination, see:

- David Tarver
- Superintendent
- 906 SW 5th Ave, Mineral Wells, TX 76067
- dtarver@mwisd.net
- (940) 325-6404

[See policies at FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

Mineral Wells Academy is an alternative-by-choice campus which offers at risk student in grades 9-12 an alternate route to graduation in Mineral Wells ISD. The Mineral Wells Academy requires no additional credits beyond those mandates by the state for graduation. For information regarding entrance requirements, please contact Stefany Johnston at (940) 325-4408.

Optional Flexible School Day

Optional Flexible School Day is a program that is approved by the commissioner to provide flexible hours and days of attendance for eligible students. Students may attend on a fixed or flexible schedule that does not meet the traditional 75,600 minutes, 5-days-per-week instruction. For information regarding eligibility and entrance requirements, please contact the campus principal.

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to

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medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.mwisd.net.

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Lindsey Wells
Director of Curriculum
906 SW 5th Ave, Mineral Wells, TX 76067
lwells@mwisd.net

(940) 325-6404
Lindsey Wells
Director of Curriculum
906 SW 5th Ave, Mineral Wells, TX 76067

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lwells@mwisd.net

- School Health Advisory Council (SHAC) (All Grade Levels) Serve on the School Health Advisory Council (SHAC) and assist the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues [See School Health Advisory Council (SHAC) (all grade levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 2nd Monday of the month at 7:00 p.m. at the District Services Center at 906 SW 5th Ave. Mineral Wells, TX 76067. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the District Services Center and online at **www.mwisd.net**. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

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

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

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In kindergarten–grade 2, promotion to the next grade level shall be based on mastery of at least 70 percent of the skills listed on the standards-based report card.

In grades 3-8, promotion to the next grade level shall be based on a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

Repeating Prekindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a

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retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

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

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

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

Standardized Testing for a Student Enrolled Above Grade Level

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

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

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

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

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

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

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

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

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

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

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

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A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan —Junior High School Students

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

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

The plan will, among other items:

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

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

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

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

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- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by
 - Download the **STOPit app** from [Google Play](#) or [Apple App](#) stores.
 - Through the website using this link: <https://web.stopitsolutions.com/login>
 - Search for your campus name using the "Search for Your Organization button".
 - Report through the **STOPit Hotline number at 512-357-8855** and you will be connected to an agent.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

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Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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

- Notification through Fox – Channel 4, NBC – Channel 5, WFAA – Channel 8, CBS – Channel 11/21 television stations
- Notification through ParentSquare
- Posting on the Mineral Wells ISD Facebook page
- Posting on the Mineral Wells ISD website at www.mwisd.net

[See Parent Contact Information and A parent may update contact information by contacting the appropriate campus.

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Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

For more details, see the counselor at the appropriate campus.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Trey Evans
Maintenance Director
906 SW 5th Ave, Mineral Wells, TX 76067
tevans@mwisd.net
(940) 325-6404

Food and Nutrition Services (All Grade Levels)

Mineral Wells ISD participates in the **School Breakfast Program** and the **National School Lunch Program**, providing students with nutritious, well-balanced meals each school day. All meals meet or exceed nutrition standards established by state and federal regulations.

State and federal laws, along with Board-adopted policies, regulate when, where, and by whom competitive foods, those not included in the regular meal program, may be served or sold on school campuses during the school day.

A la carte food and beverage items are available for purchase at each campus. Prices are posted in the cafeteria and may be paid for using cash, check, or funds available in the student's meal account. Students are not permitted to charge a la carte items.

Mineral Wells ISD complies with all federal and state requirements regarding smart snack compliant foods. All foods and beverages sold or served on campus during the school day meet these nutrition guidelines.

For any food service-related questions, contact:

Leiana Bullock, Child Nutrition Director
906 SW 5th Ave

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Mineral Wells, TX 76067
lbullock@mwisd.net
940-325-6404

USDA Required Nondiscrimination Statement

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

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

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

To file a program discrimination complaint, a complainant should complete Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

"This institution is an equal opportunity provider."

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

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The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Trey Evans
Maintenance Director
906 SW 5th Ave, Mineral Wells, TX 76067
tevans@mwisd.net
(940) 325-6404

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during times posted by the librarian.

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

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

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian.

A parent may access the school's library or any available online catalog by visiting the website at www.mwisd.net and searching Library Services.

The district welcomes student and parent feedback on library materials and services. Parents may contact Cathy Hammond, Coordinator of Library Services at (940)325-4408 with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

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School-Sponsored Field Trips (All Grade Levels)

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

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

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

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

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

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

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see What a Parent Can Do to Help

Be aware of the homework policy

- Be positive toward homework
- Provide a quiet, well-lighted area to complete homework
- Establish a definite time for homework
- Read to children regularly
- Refrain from doing the child's homework
- Inform teachers of any concerns about homework as they arise
- Student Responsibilities
- Seek immediate help from teachers if work is not understood
- Complete and return all homework on time
- Read nightly for pleasure
- Establish a realistic time schedule for long term assignments

Do homework on your own and to the **BEST** of your ability

- See campus appendices for more information.
-

Law Enforcement Agencies (All Grade Levels).]

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

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

[See Electronic Devices and Technology resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Dress Code

The District prohibits pictures, emblems, or writing on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (Legal).

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

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

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but for specifics of the drug-testing program please contact the campus administrator or sponsor. [See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student

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or parent with questions about these programs should contact the campus principal for more information.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp) (<https://www.tsl.texas.gov/tbp>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce school events. If a student meets the eligibility criteria and wishes to introduce one of the school events, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered for enrolled ESL and Bilingual students who will be entering kindergarten or first grade for the following year.

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Any student that failed to meet state standards on state assessments will be offered Accelerated Instruction during the summer months.

At junior high and high school, opportunities to regain credit during the summer will be offered.

While in DAEP a student may attend summer school provided in an alternate setting. If a student chooses to attend summer school while in DAEP they will follow the same guidelines for attendance as their home campus and understand that time spent in summer school will not count toward the days they have been assigned to the DAEP campus.

Tardies (All Grade Levels)

[See campus appendices for information.]

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

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

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

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

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

For information on library books and other resources students may access voluntarily, contact the campus librarian.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

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Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

- Lamar Elementary
 - All areas north of Martin Luther King Jr St
 - All areas west of SE 6th Ave/Old Millsap Hwy
 - All areas south of Se 21st St
 - All streets east of SE 25th Ave/Airport Rd
- Houston Elementary
 - All areas north of SW 1st St
 - All areas east of South Oak St
 - All areas south of SW 25th St
- Travis Elementary
 - All areas north of SE 1st St
 - All areas west of South Oak St
 - All areas south of SE 21st St
 - All areas east of SE 25th Ave/Airport Rd
- Junior High
 - All areas north of SE 1st St
 - All areas west of South Oak St
 - All areas south of SE 21st St

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- All areas east of SE 25th Ave/Airport Rd
- High School
 - All areas north of NE 11th St
 - All areas south of 180
 - All areas west of FM 1821
 - All areas east of SE Industrial Parkway

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Chris Williams
Director of Transportation
996 Cross Post Rd, Mineral Wells, TX 76067
cwilliams@mwisd.net
(940) 325-4290

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 940-325-4290.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

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Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the special education director that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

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

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

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

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Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers (All Grade Levels)

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

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district who will be accompanied by a district employee while on a school campus. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

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Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

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

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

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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Appendix I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [FFI \(LOCAL\)](#). Below is the text of Mineral Wells ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on July 10, 2023.

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

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Student Report

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

Employee Report

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

Report Format

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

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the

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principal or designee shall take additional time if necessary to complete a thorough investigation.

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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

Transfers

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

Counseling

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

Improper Conduct

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

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Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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

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Appendix II: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Board Policy FNG](#). Below is the text of Mineral Wells ISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on December 8, 2025.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in

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accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

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If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

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Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

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Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One

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At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

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If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board

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members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

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Appendix III: New Student and Transfer Requests

An official city, county, or state birth certificate to show evidence of a birth date is required for all kindergarten and first grade students who have not been enrolled in MWISD.

Acceptable documents of identification are driver's license, passport, school ID card, school record, school report card, hospital birth records, adoption records, church baptismal record, or another legal document that establishes identity. Note: Original document, certified copy, or photocopy made and certified by the county clerk or other official who keeps the record of the above listed documents, qualify as acceptable proof of identity.

Students previously enrolled in a school should present the most recent report card to verify grade placement.

Proof of residence is required. Examples of proof of residence include lease agreement, house title, current electric bill, current gas bill and/or current water bill.

Students transferring from accredited schools (TEA or its equivalent in other states) within the United States, numerical grades will be recorded exactly as they appear on the transcript, and alphabetical grades will be given the numerical equivalent according to the grading scale of the sending school.

Letter Grade Conversion

If no grading scale is provided, the following conversion scale will be used:

A+	99	B+	89	C+	79	D	70
A	95	B	85	C	75	F	65
A-	90	B-	80	C-	70		

For students that transfer from state accredited schools within the US with a grade of 60 to 69 that is indicated as passing, credit will be awarded and recorded as appropriate on the report card/transcript. Honors and/or AP courses will be designated on the MWHS transcript.

Private and Home school credit will be given only for courses taken at schools accredited by TEA or its equivalent. Students entering from a non-accredited private school or home school must either retake state required courses or receive credit by examination.

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Appendix IV: Lamar Elementary

Bell Schedule

Lamar Elementary 7:40 – 3:50

Front doors and bus doors open at 7:10 am and other entries open at 7:20 am.

Breakfast is served from 7:10-7:40 am.

Late Arrival to School / Tardy Policies

- Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instructional time.
- Any student who arrives after 7:45 a.m. is considered tardy. Parents should walk tardy students in to prevent students from being locked out of the building and to help students state their first and last names to reception clerks.
- Perfect attendance awards and celebrations are for students who have no absences, no tardies, and no incidences of leaving early.

Pre-Kindergarten Enrollment

Pre-Kindergarten classes will be offered on a full-day basis. To be enrolled in the Mineral Wells ISD Pre-K program a child must be:

- Four (4) years old on or before September 1;
- Limited English speaking and/or meet the required economic guidelines;
- Complete new student requirements; or
- Students that do not qualify must meet all other new student requirements

PK students who voluntarily attend or enroll prior to their fifth birthday are required to attend each school day. If a student younger than five does not attend 90% of required instructional days, the District may revoke the student's enrollment.

Visitors to the School

Parents will sign into the school with their identification information through the office. For school safety, parents will only be able to walk students to class the first two days of school.

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Dress Code

The district prohibits clothing with pictures, emblems, or writing that: a). is lewd, offensive, vulgar, obscene, or disrupts the educational environment; b). depicts satanic and/or cult symbols, advertises, or depicts tobacco products, alcoholic beverages, drugs, or any substance prohibited under MWISD's policy FNCF (Local);

- Caps/hats and sunglasses are not to be worn inside any building except for special events and/or circumstances.
- Revealing, see-through, or extremely tight clothing is unacceptable. Clothing which reveal undergarments or bare body parts is prohibited.
- Moderate length shorts, skirts and/or dresses are permitted. Shorts are to be worn under skirts or dresses.
- Shoes must be worn at all time. Footwear styles which are dangerous, noisy and/or distracting are not acceptable.
- Hair and body shall be kept neat, clean, and well groomed. Any hairstyle causing a significant disruption to school environment will not be allowed and will be directed to correct the problem.
- Moderate ear piercing is acceptable. No other visible body piercing is allowed.
- Chains, ropes, or other objects not originally designed as jewelry are prohibited.
- Overall and dress straps must be securely attached over the shoulder.
- Violations will be subject to the guidelines set out in the student code of conduct.
- The principal may designate other modes of dress for special occasions and has the final authority in deciding appropriate attire for their campus.

Toileting Guidelines

Toileting & Hygiene Guidelines for Families

At Mineral Wells ISD, we know that toileting is a developmental milestone and every child progresses at their own pace. These guidelines explain what families can expect from us and what we ask from you so that your child feels safe, supported, and confident at school.

TEA Guidelines

Children entering Pre-K and Kindergarten are not required to be potty-trained under TEA eligibility and attendance rules.

Each school district sets its own hygiene procedures. At MWISD, families should let us know if their child will need a toileting plan at the beginning of the year.

What We Expect of Students

- Children who are physically and developmentally able are expected to:
- Use the restroom independently (wiping, flushing, handwashing)
- Manage clothing with little or no help
- Please dress your child in clothing that is easy to pull up/down for restroom use.

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How Families Can Help Us

If your child is younger or has developmental delays, please share:

- Words or phrases your child uses for bathroom needs
- How often your child usually goes
- Any nonverbal cues (gestures, signs, etc.) that show your child needs the restroom. Staff can give gentle reminders or visual cues to help your child succeed.

Accidents Happen

- Accidents are common, especially in the first few weeks of school.
- Send a full change of clothes in your child's backpack each day.
- If accidents continue, we may schedule a meeting to create a toileting plan together.

How We Handle Accidents

- Medical concerns (like diarrhea) → student will go to the nurse.
- Non-medical accidents → if your child can change clothes with coaching, staff will guide them step by step while keeping privacy.
- If hands-on help is needed → parents will be called to assist. If unavailable and a health concern arises, the nurse may help with another adult present.

Expectations for Home & School Partnership

Arrival and Dismissal Procedures

- Children should arrive at school clean and dry each day.
- If a urinary accident happens on the bus, your child may change at school if extra clothes are provided.
- For bowel accidents:
- Parents will be contacted immediately to pick up their child.
- Students will not ride the bus home after a bowel accident; parents must pick them up.

When Concerns Continue

If a child has accidents for more than two consecutive days, a team meeting will be held with parents/guardians, the teacher, nurse, and campus administrator to discuss next steps.

A written plan may include:

- Parent-provided Pull-Ups (diapers are not permitted)
- A regular bathroom schedule at school and home
- Consistent language/cues used by staff and family
- Strategies to build independence
- How often progress will be shared with parents

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Note: If hands-on help is ever required, two staff members will always be present, and the incident will be documented.

Our goal is to partner with families to support your child's independence while keeping them healthy, safe, and ready to learn.

Grading System

Our school uses a Standards-Based Grading (SBG) system to show how well students are learning specific skills and concepts at their grade level. Instead of traditional letter grades, students receive scores that reflect their current level of understanding.

Academic progress is measured using the following scale:

- 3 – Meets Standard: Consistently demonstrates understanding
- 2 – Approaching Standard: Developing understanding with some support
- 1 – Does Not Meet Standard: Needs significant support

Grades reflect a student's most recent level of learning rather than an average of past work.

Conduct is reported separately using a numerical scale that reflects student behavior and work habits.

Special classes, such as PE and Fine Arts, report behavior and work habits using the following scale:

- E – Excellent
- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Student progress is shared regularly through report cards every nine weeks, assessments, and ongoing communication with families.

Pre-K students are graded using a developmentally appropriate system that tracks when skills are mastered throughout the year.

Students have the opportunity to redo a failed assignment or test to demonstrate mastery. Students may be given a replacement assignment/test at the discretion of the individual teacher. Assignments and tests exempt from re-taking are formative assessments. Extenuating circumstances shall be addressed by each individual teacher.

Appendix V: Houston Elementary Bell Schedule

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Houston Elementary

7:35 – 3:45

Visitors to the School

Parents will sign into the school with their identification information through the office.

Dress Code

The district prohibits clothing with pictures, emblems, or writing that: a). is lewd, offensive, vulgar, obscene, or disrupts the educational environment; b). depicts satanic and/or cult symbols, advertises, or depicts tobacco products, alcoholic beverages, drugs, or any substance prohibited under MWISD's policy FNCF (Local):

- Caps/hats and sunglasses are not allowed to be worn inside any building.
- Revealing, see-through, or extremely tight clothing is unacceptable. Clothing which reveals undergarments or bare body parts is prohibited. The midriff must be covered at all times.
- Shorts, skirts, and/or dresses are permitted, but must be fingertip length.
- Shoes must be worn at all times. Footwear styles which are dangerous, noisy and/or distracting are not acceptable.
- Pajamas and/or sleep wear are not permitted.
- Slippers and house shoes are not permitted.
- Hair and body shall be kept neat, clean, and well groomed. Any hairstyle causing a significant disruption to school environment will be directed to immediately correct the problem.
- Moderate ear piercing is acceptable. No other visible body piercing is allowed.
- Chains, ropes, or other objects not originally designed as jewelry are prohibited.
- Overall and dress straps must be securely attached over the shoulder. All straps must be the width of a dollar bill.
- Violations will be subject to the guidelines set out in the student code of conduct.
- The principal may designate other modes of dress for special occasions and has the final authority in deciding appropriate attire for their campus.

Grading System

The following grades will be reported for third grade:

100-90	A	E= Excellent
89-80	B	S= Satisfactory
79-70	C	N= Needs Improvement
69-0	F	U= Unsatisfactory

Reading/Language Arts, Math, Science, and Social Studies

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A numerical average will be recorded on the report card for third grade. There will be a minimum of 16 grades taken per nine weeks in math and reading/ELA and a minimum of 10 grades taken per nine weeks in science and social studies.

Physical Education/Health, Art, Music

These subjects will receive a grade of either: E, S, N, or U. The grade will reflect combined expectations in performance and behavior. Appropriate close-toed shoes are recommended for physical education classes.

Handwriting

The emphasis will be on legible handwriting in all curriculum areas.

Conduct

If a student chooses to break a rule, their conduct grade will be lowered by one point. Each student begins with a conduct grade of 100, and points are deducted accordingly. To earn the distinction of super kid each nine weeks, the student must have a grade of 96 or higher for the nine weeks. Students who maintain a conduct grade of 96 or above each nine weeks will be eligible for the end of the year Super Kid Award. Students must also maintain acceptable attendance to be eligible for the end of the year reward. Students who get suspended from the bus will not be eligible for the Super Kid Award. Students who have 2 or more office referrals, or have been in ISS, suspended, or in DAEP may be excluded from all off-campus field trips.

Semester Awards

Awards will be given twice a year to students who are performing on grade level in math and reading in 2nd grade. A and AB honor roll will be awarded to third grade students who meet the criteria. Perfect attendance awards will be given to students who are at school every day from bell to bell. Teachers will also give awards based on effort and character.

Extracurricular Activities

Extracurricular programs such as UIL and clubs may have additional conduct requirements or guidelines for students participating in those programs.

Late Arrival to School / Tardy Policies

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instructional time.

- Any student who arrives after 7:40 a.m. is considered tardy and must report to the office for a tardy slip.
- The office will keep a record of all tardies.
- If a student has three or more tardies, a parent conference may be requested by the teacher and/or appropriate administrator. After the third tardy, lunch detention may be assigned.

Personal Belongings

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- Students should not bring any personal belongings to school. No toys, squishys, trading cards, electronic devices, purses, etc. should be brought to school.
- Students are allowed to bring water bottles to school if needed. They need to have a lid and be spill proof. They will be kept in a designated location in the classrooms and will not be taken to rotation classes.

Houston Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments. Final Exams/End of Unit Assessments and long-term projects such as research papers are exempt from this requirement. The student will have five (5) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made.

Tests: A student may correct a unit test at school. If they make a 0-49, they are eligible to make up to a 50. If they make a 51-69, they are eligible to make up to a 70. This is for tests only. Students typically have one to three tests in a nine week period.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Homework

Homework will be assigned by classroom teachers each Monday and will be due by Thursday. The purpose of our homework is to reinforce a skill taught by the teacher, develop responsibility, and to build stamina. Students who complete homework assignments will be eligible for incentives.

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Appendix VI: Travis Elementary

Bell Schedule

Travis Elementary

7:45 – 3:55

Grading Policy:

Grade 4-6—Language Arts

- A minimum of eight reading grades should be taken per nine weeks. Grades may come from the following: literature response, comprehension activities, vocabulary, literary elements, reading strategies, and study skills. A minimum of eight written communication grades should be taken per nine weeks.

Grades 4-6 Math

- A minimum of sixteen grades should be taken per nine-week period.

Grades 4-6 Science

- A minimum of twelve grades per nine-week period.

Grades 4-6 Social Studies

- A minimum of one grade per week will be recorded in the grade book.

Grades 4-6 Physical Education/Health, Art, Music

- A minimum of one grade per week will be recorded in the grade book.

Conduct

- If a student chooses to break a rule, their conduct grade will be lowered by one point. Each student begins with a conduct grade of 100, and points are deducted accordingly.

100-95 = E

94-90 = S

89-85 = N

84 and below = U

- A student with more than 5 conduct points deducted in a nine-weeks period will not be considered for “super kids”. Any student that had been suspended, been to ISS, or assigned to DAEP will not be considered for “super kids”.

Tardy Policy

Any student who arrives at school after 7:50 a.m. is considered tardy and must report to the office for a tardy slip. Any student entering the classroom after the tardy bell is required to complete the following procedure:

1. Report to the office for a tardy slip.

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2. If a student has three or more tardies, he/she may be assigned to school detention and a parent conference may be requested by an administrator.

Perfect attendance awards and celebrations are for students who have no absences, no tardies, and no incidences of leaving early.

Camp Grady Spruce

Another activity that is a large part of Travis School is the trip to Camp Grady Spruce. This takes place in March each year and is available to sixth grade students. Certain standards of behavior are required of students who wish to participate. Discipline Guidelines include:

- Students who have MORE THAN ONE suspension (in school, B.A.S.E. Freeze, or out of school) will NOT be allowed to attend Camp Grady Spruce.
- Students who have been assigned to DAEP or expelled ONE OR MORE times will NOT be allowed to attend Camp Grady Spruce.
- Students assigned to ISS on the first day of camp will not be allowed to attend Camp Grady Spruce.

Attendance at PTO Socials and Specified PBIS Events

Students who have MORE THAN ONE suspension (in school or out of school) will NOT be allowed to attend PTO Socials (or special events).

Students who have been assigned to DAEP or expelled ONE OR MORE times will NOT be allowed to attend PTO Socials (or special events).

Students who were absent or in ISS on the day of the social will NOT be allowed to attend the PTO Social (or special events).

Students placed on MORE THAN ONE BASE Freeze during the semester of the event would not be allowed to attend PTO Social (All other events- see BASE Manual).

Student Dress Code

The district's dress code is established to:

- Create and maintain a respectful and positive learning environment;
- Prevent the disruption, interference with, or distraction from the educational environment and school activities;
- Minimize health and safety hazards; and
- Teach students grooming and hygiene.

Students are expected to come to school neatly groomed and appropriately dressed. Modesty will be the dominant feature in all clothing. Students and parents share responsibility for complying with the district's dress code.

Enforcement

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Teachers and administrators have the authority to enforce the dress code. The principal of each school has the authority to make final decisions on questions of dress and grooming.

Violations

If a student fails to comply with the dress code, the principal will request that the student make the appropriate corrections. This may include changing into clothing provided by the school.

If the student refuses to make the appropriate corrections, the student's parent/guardian will be contacted for assistance in making the necessary corrections. If both the student and parent/guardian refuse, 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 result in more serious disciplinary action. In all cases, appropriate disciplinary action will be administered in compliance with the Student Code of Conduct.

Requirements

Hair

- Shall be neat, clean, and well groomed.
- Must not obstruct the student's vision or a view of the student's face in such a way that it does not extend below the upper eyelid or cover the eyes.
- Any student with a hairstyle or design causing disruption to the school and learning environment will be directed to immediately correct the problem. These include but are not limited to spikes, mohawks, and faux hawks (faux hawks must be no taller than 3 inches from the head).
- Mustaches and beards will be kept neatly trimmed, clean and will not be excessive in nature.

Apparel

- Trench coats, long overcoats, or dusters are prohibited.
- Wearing either identified gang apparel or wearing clothing in a gang-style as identified by law enforcement agencies is prohibited.
- Clothing may not advertise, condone, depict or promote the use of alcohol, tobacco, drugs, suicide, death, racism, bigotry, violence, gang topics, vulgar or obscene language and/or topics that are gang-related or sexual in nature.
- Sheer clothing is prohibited unless non-revealing clothing that meets dress code is worn underneath.

Shirts and blouses

Must be buttoned appropriately and include but are not limited to the following:

- The midriff must be covered at all times, including when arms are raised over the student's head and when the student is seated.
- Sleeveless shirts with straps less than the width of a dollar bill or 2 ½ inches are not permitted.

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- **The back must be covered.**
- Spaghetti straps and tank tops are prohibited unless layered under/over an appropriate shirt or blouse.
- Undergarments should not be visible anywhere, including the armholes.
- Oversized or immodestly undersized shirts are not allowed.
- The back of shirts and dress tops will be no lower than the top of the armpits.

Pants

Must fit appropriately over the hips.

- Sagging or bagging with pants or shorts shall not be permitted. Rolled waist bands are not permitted if rolling causes the midriff to be uncovered.
- Pajamas and/or sleepwear are not permitted.
- Overalls and dress straps must be securely attached over the shoulders.
- Pants worn with holes – No holes are allowed above the extended tip of the middle finger when the arms are held straight at the side and the student is standing straight without shrugging, bending, or stretching in an attempt to make the length work.
- No undergarments should be visible above the waistline of the pants/jeans.

Dresses, Skirts, and Shorts

Must allow students to be able to stand, sit, and/or bend with modesty.

- These items shall extend at least to the tip of the middle finger when the arms are held straight at the side and the student is standing straight (without shrugging, bending, or stretching in an attempt to make the length work.)
- Skirts worn with leggings must be fingertip length.
- The top of any slits in outer garments shall comply with this same dress code length.
- Shorts, skirts, and dresses must not be tight-fitting.
- Shorts must be of a non-revealing fabric or style. Spandex biker shorts or boxer shorts are not allowed.

Footwear

- For reasons of health and safety, shoes must be worn at all times. Extremely high or spiked heels (3 inches) or shoes with metal tips or spikes or any type of cleat are prohibited.
- Slippers, house shoes and skate shoes are prohibited.
- Shoes must be laced and tied or fastened at all times.
- Properly fitted tennis shoes (with an enclosed back) are required for physical education classes.

Jewelry, Accessories and Make-up

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- Tattoos must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Chains, including wallet chains, are not allowed.
- Spiked jewelry or jewelry that is noisy, causes a distraction, or that could be dangerous to the student or other individuals is prohibited (i.e. necklaces made out of safety pins and chain links).
- Contacts that are an unnatural eye color (i.e. purple), "wild eye" contacts, or contacts that alter the normal shape and look of the pupil are prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.
- Hats, caps, bandanas, visors, or other head coverings may not be worn in the school building except on approved occasions.
- Ultra-wild makeup is prohibited. Full face painting is prohibited.
- Writing on or drawing on the skin or clothing is prohibited.

Extracurricular Activities:

Extracurricular programs may have additional requirements or guidelines for students participating in those programs.

Additional Information:

Medical conditions, supported by documentation from a physician, or certain recognized religious beliefs may qualify for an exception to certain provisions of the dress code. However, any exceptions must receive prior approval by the campus administrator.

Grooming and dress for special activities and extra-curricular activities are under the direction of the principal (i.e. Prom, Homecoming, Graduation, field trips, "hat" day, etc.).

This dress code provides requirements regarding common situations but cannot cover every style of dress and specific situations that may arise. The district reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause substantial disruption of, distraction from, or interference with general school operations.

Travis Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work, providing the work is eligible for redo, with a maximum grade of 70 allowed. Checkpoints, benchmarks, end of the unit assessments, and long-term projects such as research papers are exempt from this requirement. If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made. Assignments and/or tests eligible for redo will be determined by the teachers at each grade level. It is the responsibility of the student to make

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arrangements with the teacher to redo assignments and/or tests. Long-term projects are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Appendix VII: Mineral Wells Junior High School

Grading System

Grades will be reported as numerical averages:

- 100-90 A
- 89-80 B
- 79-70 C
- Below 70 F (Failing; no credit earned)

Grade Calculation

- There will be a minimum of ten (10) daily and two (2) major grades per subject per nine-weeks period.
- All grades within the marking period will have the same weight. There will be no distinction, for example, between homework, warm-ups, lab exercises, tests, quizzes, or projects.
- A student's work may be assessed in more than one way; therefore, it is possible for one assignment or test to have more than one grade attached to it.
- No individual assignment or assessment, however, will count more than twenty (20) percent of the average for the nine weeks.
- If a nine-weeks test is given, it will count no more than ten percent of the average that marking period and may carry the same weight as other work done during the nine weeks.
- Final exams are given in all classes. Final projects may be combined with the final exam to determine the final exam grade.
 - In calculating grades, final grades are computed in this manner:
 - High School Credit Courses offered at the JH will count three-sevenths per nine-weeks and one-seventh per semester exam. This is consistent with High School grading.
 - All other JH courses will count one-fifth each nine-weeks and the semester exam is one-tenth of the final grade.
- Final exams may not be taken early.
- Final exams may be split with the first half given at the end of the fall semester and the 2ND half given at the end of the spring semester.
- Extra credit may be offered at the discretion of the teacher. Credit for this work is not to be given in the place of mastering the state standards (TEKS).

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- Advanced classes may use a grading policy which is different from that used in other classes. The details of these grading policies will be supplied in the syllabus for each advanced class. This syllabus is sent home at the beginning of the year.

Mineral Wells Junior High School Tardy Policy

When the tardy bell rings, teachers will close their locked doors and begin class. Students arriving after this time will be required to go to the tardy kiosk, where they will log in and receive their tardy pass. The student will return to class and be let into the room by the teacher only if they have their tardy pass.

The assistant principal's secretary will print the report from the kiosk and submit it to the attendance secretary, who will then enter it into Skyward. The tardy pass will also include the consequences for the tardy. The consequences for tardiness will be as follows:

- 1st tardy – verbal warning
- 2nd tardy – verbal warning
- 3rd tardy – written warning and teacher contacts parent
- 4th tardy – 2 days lunch detention assigned by the office
- 5th tardy – 3 days lunch detention assigned by the office
- 6th tardy – 4 days lunch detention assigned by the office
- 7th tardy – 1 after school detention assigned by the office
- 8th tardy – 2 after school detentions assigned by the office
- 9th tardy – 3 after school detentions assigned by the office
- 10th – 12th tardy – ISS, 1 additional day for each tardy through 12 assigned by the office

The student tardy count will start over at zero at the beginning of each nine weeks.

Students who are more than fifteen (15) minutes late to class will be counted absent. This will be an unexcused absence.

Mineral Wells Junior High Extracurricular Activities, Clubs and Organizations

Athletics	Fine Arts	Academics
Football	Band	Social Studies, Science, Spelling, Ready Writing,
Basketball	Choir	Mathematics, Calculator Applications, Art,
Cheerleading	One Act Play	Number Sense, Informative Speaking,
Volleyball	Theater	Persuasive Speaking, Oral Reading,
Cross Country		Impromptu Speaking, Dictionary Skills,
Soccer		Maps/Graphs/Charts, Editorial Writing,
		National Junior Honor Society, Student Council,
		Junior Historian

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Various clubs based on student interests & availability of sponsors

Student Dress Code

The district's dress code is established to:

- Create and maintain a respectful and positive learning environment;
- Prevent the disruption, interference with, or distraction from the educational environment and school activities;
- Minimize health and safety hazards; and
- Teach students grooming and hygiene.

Students are expected to come to school neatly groomed and appropriately dressed. Modesty will be the dominant feature in all clothing. Students and parents share responsibility for complying with the District's dress code.

Enforcement

Teachers and administrators have the authority to enforce the dress code. The principal of each school has the authority to make final decisions on questions of dress and grooming.

Violations

If a student fails to comply with the dress code, the principal will request that the student make the appropriate corrections. This may include changing into clothing provided by the school.

If the student refuses to make the appropriate corrections, the student's parent/guardian will be contacted for assistance in making the necessary corrections. If both the student and parent/guardian refuse, 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 result in more serious disciplinary action. In all cases, appropriate disciplinary action will be administered in compliance with the Student Code of Conduct.

Requirements

Hair

- Shall be neat, clean, and well groomed.
- If a hairstyle or design causes a disruption to the school and learning environment, the student will be directed to immediately correct the problem. These include but are not limited to spikes, mohawks, and faux hawks (faux hawks must be no taller than 3 inches from the head). This may require changing the hairstyle or the design.
- Designs cut in the hair on the side or back of the head must not contain words or anything interpreted as being lewd, offensive, vulgar, obscene, or disruptive to the educational environment or otherwise not follow other dress code requirements.

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- Mustaches and beards will be kept neatly trimmed, clean and will not be excessive in nature.

Apparel

- Trench coats and long overcoats are prohibited.
- Wearing either identified gang apparel or wearing clothing in a gang-style as identified by law enforcement agencies is prohibited.
- Clothing may not advertise, condone, depict or promote the use of alcohol, tobacco, drugs, guns, ammunition, suicide, death, racism, bigotry, violence, gang topics, vulgar or obscene language, and/or topics that are gang-related or sexual in nature.
- Sheer clothing is prohibited unless non-revealing clothing that meets dress code is worn underneath.

Shirts and Blouses

Must be buttoned appropriately and include but are not limited to the following:

- The midriff must be covered at all times, including when arms are raised over the student's head and when the student is seated.
- Sleeveless shirts with straps less than the width of a dollar bill or 2 ½ inches are not permitted. The back must be covered.
- Spaghetti straps and tank tops are prohibited unless layered under/over an appropriate shirt or blouse.
- Undergarments should not be visible anywhere, including the armholes.
- Oversized or immodestly undersized shirts are not allowed.
- The back of shirts and dress tops and the armholes of shirts will be no lower than the top of the armpits.
- No racerbacks are allowed.

No t-shirts with cut-off sleeves are allowed.

Pants

Must fit appropriately over the hips.

- Sagging or bagging with pants or shorts shall not be permitted. Rolled waist bands are not permitted if rolling causes the midriff to be uncovered.
- Pajamas and/or sleepwear are not permitted
- Overalls and dress straps must be securely attached over the shoulders.
- If a student wears pants/jeans with any hole/fray, the hole/fray is not allowed above the extended tip of the longest finger when the arms are held straight at the side and the student is standing straight (without shrugging, bending, or stretching in an attempt to make the length work). IF there are holes or frays above the extended tip of the longest finger, there must be a permanent patch (sewn in) to cover the hole, or tights must be worn under the pants, so no skin is visible. Duct tape will be allowed to cover holes.
- No undergarments should be visible above the waistline of the pants/jeans.

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Dresses, Skirts, and Shorts

Must allow students to be able to stand, sit, and/or bend with modesty.

- The shortest part of these articles shall extend at least to the tip of the longest finger when the arms are held straight at the side and the student is standing straight (without shrugging, bending, or stretching in an attempt to make the length work.)
- Skirts worn with leggings must be fingertip length.
- The top of any slits in outer garments shall comply with this same dress code length.
- Shorts, skirts and dresses must not be tight-fitting.
- Shorts must be of a non-revealing fabric or style. Spandex biker shorts or boxer shorts are not allowed.

Footwear

- For reasons of health and safety, shoes must be worn at all times. Extremely high or spiked heels (3 inches) or shoes with metal tips or spikes or any type of cleat are prohibited.
- Slippers, house shoes and skate shoes are prohibited.
- Shoes must be laced and tied or fastened at all times.
- Properly fitted shoes (with an enclosed back) are required for physical education classes.

Jewelry, Accessories and Make-up

- Body piercings, including tongue or body piercing jewelry must not be disruptive to the learning environment.
- Tattoos must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Chains, including wallet chains, are not allowed.
- Spiked jewelry or jewelry that is noisy, causes a distraction, or that could be dangerous to the student or other individuals is prohibited (i.e. necklaces made out of safety pins and chain links).
- Contacts that are an unnatural eye color (i.e. purple), "wild eye" contacts, or contacts that alter the normal shape and look of the pupil are prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.
- Hats, caps, bandanas, visors, or other head coverings may not be worn in the school building except on approved occasions.
- Backpacks must be of reasonable size. They must be able to easily fit in a student locker and cannot have wheels (unless medically necessary per a physician's order). Approximate locker size is 9"X10"X34" (widthXdepthXheight).
 - All students will be issued a locker and will be required to place backpacks in their locker. No backpacks, athletic bags or band instruments will be allowed in the classrooms.
- Ultra-wild makeup is prohibited. Full face painting is prohibited.

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- Writing or drawing on the skin or clothing is prohibited.
- Blankets are prohibited.
- Stuffed animals, pillows, toys, etc. are prohibited.

Extracurricular Activities

Extracurricular programs may have additional requirements or guidelines for students participating in those programs.

Additional Information

Medical conditions, supported by documentation from a physician, or certain recognized religious beliefs may qualify for an exception to certain provisions of the dress code. However, any exceptions must receive prior approval by the campus administrator.

Grooming and dress for special activities and extra-curricular activities are under the direction of the principal (i.e. Prom, Homecoming, Graduation, field trips, "hat" day, etc.).

This dress code provides requirements regarding common situations but cannot cover every style of dress and specific situations that may arise. The District reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause substantial disruption of, distraction from, or interference with general school operations.

Bell Schedule

MWJH Bell Schedule		
Breakfast	7:30 AM	8:00 AM
1st Period	8:05 AM	8:58 AM
2nd Period	9:03 AM	9:56 AM
3rd Period	10:01 AM	11:00 AM
7th Lunch	11:00 AM	11:30 AM
4th Period - 8th Grade	11:05 AM	11:58 AM
4th Period - 7th Grade	11:35 AM	12:28 PM
8th Lunch	11:58 AM	12:28 PM
5th Period	12:33 PM	1:26 PM
6th Period	1:31 PM	2:24 PM
7th Period	2:29 PM	3:22 PM

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8th Period	3:27 PM	4:20 PM
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Mineral Wells Junior High Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70. It is the responsibility of the students to make arrangements with the teacher to redo assignments or retake tests. Mid-term and final exams, labs, concerts/performances, and long-term projects such as research papers are exempt from this requirement. The students will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher. A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the re-assessment, the student will receive the higher of the two grades made.

Advanced classes may use a grading policy which is different from that used in other classes. The details of these grading policies will be supplied in the syllabus for each advanced class. This syllabus is sent home at the beginning of the year.

Appendix VIII: Mineral Wells High School Grading System

Grades will be reported as numerical averages:

- 100-90 A
- 89-80 B
- 79-70 C
- Below 70 F (Failing; no credit earned)

Award of Credit

Provided student attendance in a course meets state and local regulations, semester credits are granted for courses passed (a semester average of 70 or better is required). If a student fails a semester, then he/she receives no credit for that semester with one exception: if the student passes the second semester and the two semesters average together to a 70 or greater than the student receives credit.

Local credit courses (e.g. teacher's aide, office aide, third- and fourth-year athletics, etc.) will count toward graduation, but will not be computed for GPA.

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Attendance for Credit

Students who do not meet the state-mandated attendance requirements for credit in a course may be offered opportunities to regain credit for the affected course/courses. These opportunities may include after-school sessions and/or additional school day sessions to make-up time.

Students may also use time spent at extracurricular activities for make-up time; however, students must first successfully complete a minimum of 5 classroom setting make-up hours before they may request administrator approved alternative options. These alternative hours may be matched hour-for-hour with the amount of classroom make up time already completed (for example 10 hours in the classroom allows up to 10 hours through extracurricular activities after the initial 5 hours in the classroom is completed).

All alternative options must be pre-approved by campus administration and documented appropriately. Participation in these alternatives is a privilege and not guaranteed.

Grade Calculation

- There will be a minimum of twelve (12) grades per subject per nine weeks period, two of which must be major/test grades.
- Nine-weeks cycle grades will be based on 50% daily work and 50% major/test grades.
- Nine-weeks cycle grades for the high school science department will be based on 30% daily work, 20% labs, and 50% tests.
- Nine-weeks cycle grades for high school honors classes may be set to 40% daily work and 60% tests grades.
- Advanced Placement (AP) Classes are not required to adhere to the nine-week cycle percentage guideline. Details of the grading policies for each AP course are noted in the syllabus for each individual course. The syllabus for each course is posted online and given to each student at the beginning of the year.
- Semester grades are calculated as follows:
 - each nine-weeks grade is three sevenths and
 - the semester exam is one seventh of the final grade.
- Semester exams are given in all classes.
- Exam exemptions for students are earned as set forth in the exemption policy.
- Exemptions are earned and awarded at the end of the term. They are not given at the beginning of the term and then lost.
- Final exams may be taken early, but only with principal approval. In extenuating circumstances, the principal may allow a final exam to be taken at a later date.
- Accelerated Instruction with no prior instruction
- High school students may be candidates for accelerated instruction using online, computer- based instruction. Students choosing this accelerated instruction option must meet with their high school counselor with their parent/guardian to initiate the process, receive approval, and update their four-year plan. Students

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are required to complete at least 90% of all lessons within a course, and score at least an 85 average on all mastery exams within the course. Final approval will be given by campus principal.

Schedule Changes

In order to make a schedule change, you must get a drop slip from your counselor. You will have to get the teacher/director/coach to sign off on the change of the class that you are going to drop. You will then have to get the teacher of the class you would like to add to sign the form as well. A signature from your parent/guardian must also be obtained in order to change your schedule.

Early Graduation

Students who desire to graduate in less than four years (8 semesters) of high school must complete an application for Intent for Early Graduation. Students may graduate no more than one year (2 semesters) earlier than their entering graduating class. Students and their parent/guardian should meet with their counselor to begin this process as early as possible to have applications considered for approval. The campus principal will make final determination of approval. Online courses will not be taken for original credit. Students approved for early graduation may revert to a four-year graduation plan at any time if they choose.

- Early graduates will participate in a December graduation ceremony.
- December graduates will not be allowed to attend spring events, such as prom, project graduation, senior fun day, etc.
- December graduates will be allowed to attend coronation; however, not allowed to attend the dance portion of the evening, unless they are a guest of a currently enrolled student.

Semester Exam Exemptions

Students may earn exemptions from semester examinations. Students who have not been enrolled at Mineral Wells High school for at least two-thirds of the semester may not be exempt from any exam during that semester. A student will become eligible for an exemption in a course if they have met the requirements listed below. Students will be accountable through the end of the nine weeks for attendance and behavior. If a student's overall six-weeks average is failing going into the week of semester or final exams, the student will be required to take the final exam. These guidelines will be used as the standard for determining eligibility for exemptions in each class a student takes.

Students will not be exempt during the first semester from final exams in classes that are tested for mastery with state standardized testing (STAAR tests English I, English II, Algebra I, Biology, U.S. History). This allows students in these classes an opportunity

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to be evaluated for readiness at state standards. Students in these courses may earn exemptions the second semester using the guidelines below. Failure to meet the state passing standard on STAAR exams will result in loss of exemption for the second semester in those courses.

2026-2027 MWHS Semester Exam Exemptions

In order to be exempt from a semester exam you must meet the following criteria:

Grades	95 and higher	85 – 94	75 – 84	Below 75
Absences	6	4	2	No Exemptions
Tardies	6	4	2	No Exemptions
Discipline	No ISS/No DAEP	No ISS/No DAEP	No ISS/No DAEP	No Exemptions
CTE Classes	Complete 1 Industry Certification	Complete 1 Industry Certification	Complete 1 Industry Certification	No Exemptions

Absences with a doctor's note will not be held against the student.

Students will not earn an exemption if more than 8 tardies have been recorded in a semester.

*The grade average is determined by averaging the first two nine week's grades of the semester and the final three-week progress report grade.

****Attendance is based on absences for the semester. Any student absent on the day of a STAAR test for any reason will automatically become ineligible for exemptions.**

All absences, whether excused or unexcused, will count against exemptions, except for extracurricular absences, field trips, office and absences associated with: pre-approved holy days, temporary absences resulting from documented healthcare appointments, required court appearances, activities related to a student obtaining U.S. citizenship, service as an election clerk, and pre-approved college visitation days. Absences resulting from hospital admittance and resulting continuous absences after discharge under doctor orders will be excused for exemption purposes.

***Discipline includes any referrals received within the semester which result in the student receiving In-School Suspension (ISS), placed in shutdown, suspension, a DAEP placement, or truancy cases.

Mineral Wells High School Tardy Policy

In an effort to improve student learning, Mineral Wells High School is committed to the ideal of students being in class on time and ready to learn. To help students develop good habits of punctuality and preparedness, MWHS teachers and administrators will enforce the tardy policy by providing consequences for excessive tardiness and rewards for punctuality.

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When the tardy bell rings, teachers will close their locked doors and begin class. Students arriving after this time will be required to the tardy kiosk, where they will log in and receive their tardy pass. The student will return to class and be let into the room by the teacher only if they have their tardy pass.

The assistant principal's secretary will print the report from the kiosk and submit it to the attendance secretary, who will then enter it into Skyward. The tardy pass will also include the consequence for the tardy. The consequences for tardiness will be as follows:

1st tardy – verbal warning

2nd tardy – verbal warning

3rd tardy – written warning and teacher contacts parent

4th tardy – 2 days lunch detention assigned by the office

5th tardy – 3 days lunch detention assigned by the office

6th tardy – 4 days lunch detention assigned by the office

7th tardy – 1 after school detention assigned by the office

8th tardy – 2 after school detentions assigned by the office

9th tardy – 3 after school detentions assigned by the office

10th – 12th tardy – ISS, 1 additional day for each tardy through 12 assigned by the office

The student tardy count will start over at zero at the beginning of each nine weeks.

Students who are more than fifteen (15) minutes late to class will be counted absent. This will be an unexcused absence.

Mineral Wells High School UIL Offerings

Mineral Wells High School UIL offerings include the following:

Athletics

Baseball
Basketball
Football
Golf
Powerlifting
Soccer
Softball
Tennis
Track
Volleyball
Cross Country

Academics

Band	One Act Play
Choir	Literary Criticism
Cheerleading	Oral Interpretation
Dance	Computer Applications
Accounting	Calculator Applications
Journalism	Computer Science
Science	Number Science
Spelling	Informative Speaking
Ready Writing	Persuasive Speaking
Mathematics	

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Mineral Wells High School Extracurricular Standards

Student Council

The Mineral Wells High School Student Council is the student government body for our high school. The purpose of this organization is to develop school spirit and pride, to provide a forum for student expression, to provide for the general welfare of the school, to teach leadership and fellowship, to promote good citizenship, and to cooperate with the administration in all problems concerning the school and student body. Membership in student council is by application with teacher recommendation and is conducted each spring. Junior Student Council members in good standing will be appointed as senior members. Qualifications for membership are as follows:

- Students must maintain an average of 75 or above in all classes and
- Have no truancy or disciplinary infraction within the last year.

Students who miss class due to participation in approved extracurricular activities will not have points deducted from their assignments that were due on the day of their absence/absences. Students missing class as a result of an approved extracurricular activity will have 1 day for every day missed to complete and submit any assignments or assessments without academic penalty.

Other Student Organizations

Sponsors of student clubs and performing groups such as, but not limited to, band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. Organizational codes of conduct and constitutions can be supplied on request.

Student Dress Code

The district's dress code is established to:

- Create and maintain a respectful and positive learning environment
- Prevent the disruption, interference with, or distraction from the educational environment and school activities
- Minimize health and safety hazards
- Teach students grooming and hygiene

Students are expected to come to school neatly groomed and appropriately dressed. Modesty will be the dominant feature in all clothing. Students and parents share responsibility for complying with the District's dress code.

Enforcement

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Teachers and administrators have the authority to enforce the dress code. The principal of each school has the authority to make final decisions on questions of dress and grooming.

Violations

If a student fails to comply with the dress code, the principal will request that the student make the appropriate corrections. This may include changing into clothing provided by the school.

If the student refuses to make the appropriate corrections, the student's parent/guardian will be contacted for assistance in making the necessary corrections. If both the student and parent/guardian refuse, 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 result in more serious disciplinary action. In all cases, appropriate disciplinary action will be administered in compliance with the Student Code of Conduct.

Dress Code Violation Chart			
Correctable		Non-Correctable	
Violation #	Consequence	Violation #	Consequence
1	Correct	1	ISS Until Corrected**
2	Correct	2	ISS Until Corrected**
3	Correct, 3 days Lunch Detention	3	ISS Until Corrected, 3 days Lunch Detention
4	Correct, ISS 1 Day	4	ISS Until Corrected, ISS 1 Day
5	Correct, ISS 1 Day	5	ISS Until Corrected, ISS 1 Day
6+	Correct, ISS 2 Days	6	ISS Until Corrected, ISS 2 Days
* consequences reset at the beginning of each semester			
** ISS while waiting on clothes to correct a dress code violation will not be counted toward exemptions			

Requirements

Hair

- Shall be neat, clean, and well groomed.

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- If a hairstyle, coloring, or design causes a significant disruption to the school and learning environment, the student will be directed to change the hairstyle or remove the coloring or design.
- Designs cut in the hair on the side or back of the head cannot contain words, or anything interpreted as being lewd, offensive, vulgar, obscene, or disruptive to the educational environment or otherwise not follow other dress code requirements.
- Mustaches and beards will be kept neatly trimmed, clean and will not be excessive in nature.

Apparel

- Trench coats, long overcoats, or dusters are prohibited.
- Wearing either identified gang apparel or wearing clothing in a gang-style as identified by law enforcement agencies is prohibited.
- Clothing may not advertise, condone, depict or promote the use of alcohol, tobacco, drugs, suicide, death, racism, bigotry, violence, gang topics, vulgar or obscene language and/or topics that are gang-related or sexual in nature. Clothing which may be considered offensive will be required to be corrected.
- Sheer clothing is prohibited unless non-revealing clothing that meets dress code is worn underneath.
- Blankets will not be permitted on campus.

Shirts and blouses

- Must be buttoned appropriately and include but are not limited to the following:
- The midriff must be covered at all times, including when arms are raised over the student's head and when the student is seated.
- The back must be covered.
- Sleeveless shirts with straps less than the width of a dollar bill or 2 ½ inches are not permitted. The back must be covered.
- Spaghetti straps and tank tops are prohibited unless layered under/over an appropriate shirt or blouse.
- Undergarments should not be visible anywhere, including the armholes.
- Oversized or immodestly undersized shirts are not allowed.
- The back of shirts and dress tops will be no lower than the top of the armpits.
- No Racerbacks.
- Must cover the back.
- No T-shirts with cut-off sleeves.

Pants

- Must fit appropriately over the hips. Sagging or bagging with pants or shorts shall not be permitted. Rolled waist bands are not permitted if rolling causes the midriff to be uncovered.
- Pajamas and/or sleepwear are not permitted
- Leggings or tight-fitting knitwear must always be covered with a garment that meets the dress code.

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- Skirts worn with leggings must be fingertip length (shorts or long t-shirts are not acceptable).
- Overalls and dress straps must be securely attached over the shoulders.
- No skin above fingertip length may be showing through any fray in pants/jeans.
- No undergarments should be visible above the waistline of the pants/jeans.

Dresses, Skirts, and Shorts

- Must allow students to be able to stand, sit, and/or bend with modesty.
- These items shall extend at least to the tip of the middle finger when the arms are held straight at the side and the student is standing straight (without shrugging, bending, or stretching in an attempt to make the length work.)
- The top of any slits in outer garments shall comply with this same dress code length.
- Shorts, skirts, and dresses must not be tight-fitting.
- Shorts must be of a non-revealing fabric or style. Spandex biker shorts or boxer shorts are not allowed.

Footwear

- For reasons of health and safety, shoes must be worn at all times. Extremely high or spiked heels (3 inches) or shoes with metal tips or spikes or any type of cleat are prohibited.
- Slippers, house shoes and skate shoes are prohibited.
- Shoes must be laced and tied or fastened at all times.
- Properly fitted tennis shoes (with an enclosed back) are required for physical education classes.

Jewelry, Accessories and Make-up

- Body piercings, including tongue or body piercing jewelry must not be disruptive to the learning environment.
- Tattoos which condone, depict or promote the use of alcohol, tobacco, drugs, guns, ammunition, suicide, death, racism, bigotry, violence, gang topics, vulgar or obscene language, and/or topics that are gang-related or sexual in nature will not be allowed to be visible. They must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Chains, including wallet chains, are not allowed.
- Spiked jewelry or jewelry that is noisy, causes a distraction, or that could be dangerous to the student or other individuals is prohibited (i.e. necklaces made out of safety pins and chain links).
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.
- Hats, caps, bandanas, visors, or other head coverings may not be worn in the school building except on approved occasions.

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- Full face painting is prohibited except on special theme days.
- Writing or drawing on the skin or clothing is prohibited.

Extracurricular Activities

Extracurricular programs may have additional requirements or guidelines for students participating in those programs.

Additional Information

Medical conditions, supported by documentation from a physician, or certain recognized religious beliefs may qualify for an exception to certain provisions of the dress code. However, any exceptions must receive prior approval by the campus administrator.

Grooming and dress for special activities and extra-curricular activities are under the direction of the principal (i.e. Prom, Homecoming, Graduation, field trips, "hat" day, etc.).

This dress code provides requirements regarding common situations but cannot cover every style of dress and specific situations that may arise. The District reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause substantial disruption of, distraction from, or interference with general school operations.

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Bell Schedule

First Bell 8:05			
1 st	8:10	9:03	53 minutes
2 nd	9:08	10:01	53 minutes
3 rd	10:06	10:59	53 minutes
4 th	11:04	11:57	53 minutes
A Lunch	11:57	12:27	30 minutes
5 th (A Lunch)	12:32	1:26	54 minutes
5 th (B Lunch)	12:02	12:56	54 minutes
B Lunch	12:56	1:26	30 minutes
6 th	1:31	2:24	53 minutes
7 th	2:29	3:22	53 minutes
8 th	3:27	4:20	53 minutes

Appendix IX: Campus Grading Policies for Failed Assignments

Lamar Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment will be given an opportunity to redo the work with a maximum grade of 70 allowed. If a student makes a 50 on an assignment or test and is reassessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made. Final Exams/End of Unit Assessments are exempt from this requirement. Students may be given a replacement assignment/test at the discretion of the individual teacher. Assignments/tests exempt from retaking are benchmarks and formative running record assessments.

Note: Extenuating circumstances shall be addressed by each individual teacher.

Houston Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments Final Exams/End of Unit

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Assessments and long-term projects such as research papers are exempt from this requirement. The student will have five (5) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made.

Tests: A student may correct a unit test at school. If they make a 0-49, they are eligible to make up to a 50. If they make a 51-69, they are eligible to make up to a 70. This is for tests only. Students typically have one to three tests in a nine week period.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Travis Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work, providing the work is eligible for redo, with a maximum grade of 70 allowed. Checkpoints, benchmarks, end of the unit assessments, and long-term projects such as research papers are exempt from this requirement. If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made. Assignments and/or tests eligible for redo will be determined by the teachers at each grade level. It is the responsibility of the student to make arrangements with the teacher to redo assignments and/or tests. Long term projects are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Mineral Wells Junior High Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70. It is the responsibility of the students to make arrangements with the teacher to redo assignments or retake tests. Mid-term and final exams, labs, concerts/performances, and long-term projects such as research papers are exempt from this requirement. The students will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher. A student may be given

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a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the re-assessment, the student will receive the higher of the two grades made.

Advanced classes may use a grading policy which is different from that used in other classes. The details of these grading policies will be supplied in the syllabus for each advanced class. This syllabus is sent home at the beginning of the year.

Mineral Wells High School Grading Policy

Policy for retaking or redoing failed assignments/tests

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments or retake tests. Teachers are permitted to require a student to attend before- or after-school tutoring in order to qualify for a redo. Final and mid-term exams and long-term projects such as research papers are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the re-assessment, the student will receive the higher of the two grades made.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests, at the discretion of the individual teacher.

Clarification: Credit Recovery As We Go

Students not successful in a course will be enrolled in a credit recovery period the following semester or year, depending on their schedule and required credits. All coursework will be completed in Edgenuity.

Edgenuity Academic Integrity Policy

Students are expected to complete all Edgenuity coursework with honesty and integrity. If a student is suspected of cheating or engaging in dishonest practices while using Edgenuity, their access to the program will be restricted to on-campus use only or terminated.

Appendix X: Student AUP

Visit our [website to see the updated Student Acceptable Use Policy](#).

