

Marble Falls ISD
has an unyielding commitment
to love every child and inspire
them to achieve their fullest
potential.



**Marble Falls ISD
Regular Meeting**

**Monday, July 16, 2018
5:30 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, JULY 16, 2018 – 5:30 PM
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on July 16, 2018, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 5:30 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

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 order shown on this meeting notice.

1. Call to Order
Presenter: Kevin Naumann, President
2. Roll Call
Presenter: Kevin Naumann, President
3. Invocation
Presenter: Rick Edwards
4. Pledge to the Flags
Presenter: Alex Payson
5. Vision Statement
Presenter: Lee Ann Johnson
6. Consider and Possible Approval of Action
 - A. Request of Waiver of Penalties and Interest Fees Related to Ad Valorem Taxes
7. Executive Session
 - A. Consultation with the Board's Attorney Regarding the Grievance (TX Govt. Code 551.071)
8. Reconvene from Executive Session
9. Discussion and Possible Approval of Action Arising from Executive Session
10. Citizen Comments
11. Information Items
 - A. General Fund Summary 4
 - B. Expenditure Report 7
 - C. Quarterly Investment Report 24
 - D. Annual Investment Report 25
12. Presentation/Discussion Items and Possible Action
 - A. Facilities Planning Committee Update & Potential Recommendations 26
Presenter: Dr. Chris Allen
 - B. TASB Survey Results 27
Presenter: Jeff Gasaway
 - C. After School Care Program 53
Presenter: Dr. Wes Cunningham
 - D. Certified Appraisers & Appraisal Calendar for the 2018-2019 School Year 60

Presenter: Dr. Wes Cunningham	
E. Copier Lease Renewal Presenter: Melissa Lafferty	64
13. Consider and Possible Approval of Action	
A. Consent	
1. Minutes from Regular Board Meeting held on June 25, 2018	65
2. Flexible School Day Presenter: Dr. Wes Cunningham	68
3. Agreement for the Purchase of Attendance Credits in Compliance with the Texas Education Code, Chapter 41	84
4. Tax Resale Deed for the Resale of Property Acquired by the Travis CAD	87
B. Student Handbook, Code of Conduct, & Extracurricular Handbook Presenter: Jeff Gasaway	92
C. Contract For Election Services & Joint Election Agreement 2018-19 Presenter: Jeff Gasaway	268
14. Upcoming Meetings and Board Training Opportunities	
A. Tuesday, August 7, 2018 - Team of Eight Training	
B. Monday, August 20, 2018 - Regular Board Meeting	
C. Monday, September 17, 2018 - Regular Board Meeting	
D. Monday, October 15, 2018 - Regular Board Meeting	
15. Executive Session	
A. Discussion of Professional Personnel (TX Govt. Code 551.074)	
B. Discussion of Superintendent Evaluation: July Update (TX Govt. Code 551.074)	
16. Reconvene from Executive Session	
17. Discussion and Possible Approval of Action Arising from Executive Session	
A. Possible Approval of Professional Personnel	
18. Adjourn	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Dr. Chris Allen, Superintendent of Schools

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of June 30, 2018

100%	Of Fiscal Year	CURRENT YEAR YTD				June
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY
REVENUES						
5710	LOCAL TAX REVENUES	\$ 37,413,324	\$ 37,192,331	\$ 220,993	99.41%	\$ 404,777
57XX	OTHER LOCAL REVENUES	\$ 642,873	\$ 853,221	\$ (210,348)	132.72%	\$ 105,227
58XX	STATE PROG. REVENUES	\$ 4,386,815	\$ 3,725,485	\$ 661,330	84.92%	\$ 82,112
5900	FEDERAL REVENUE	\$ 792,450	\$ 769,113	\$ 23,337	97.06%	\$ 30,623
TOTAL REVENUE		\$ 43,235,462	\$ 42,540,150	\$ 695,312	98.39%	\$ 622,739
EXPENDITURES						
11	INSTRUCTION	\$ 20,769,342	\$ 20,481,190	\$ 288,152	98.61%	\$ 4,372,264
12	LIBRARY	\$ 446,003	\$ 442,123	\$ 3,880	99.13%	\$ 106,563
13	STAFF DEVELOPMENT	\$ 381,861	\$ 335,968	\$ 45,893	87.98%	\$ 14,937
21	INST ADMINISTRATION	\$ 1,030,252	\$ 1,012,579	\$ 17,673	98.28%	\$ 88,598
23	SCHOOL ADMINISTRATION	\$ 2,289,118	\$ 2,261,521	\$ 27,597	98.79%	\$ 338,793
31	GUID AND COUNSELING	\$ 1,165,378	\$ 1,154,288	\$ 11,090	99.05%	\$ 204,199
32	SOCIAL WORK SERVICES	\$ 64,821	\$ 57,049	\$ 7,772	88.01%	\$ 4,818
33	HEALTH SERVICES	\$ 398,909	\$ 382,928	\$ 15,981	95.99%	\$ 79,781
34	PUPIL TRANSP - REGULAR	\$ 2,075,249	\$ 2,024,595	\$ 50,654	97.56%	\$ 124,566
36	CO-CURRICULAR ACT	\$ 1,580,161	\$ 1,563,884	\$ 16,277	98.97%	\$ 197,859
41	GEN ADMINISTRATION	\$ 1,482,764	\$ 1,461,868	\$ 20,896	98.59%	\$ 113,220
51	PLANT MAINT & OPERATION	\$ 4,906,466	\$ 4,774,102	\$ 132,364	97.30%	\$ 488,758
52	SECURITY & MONITORING	\$ 133,668	\$ 80,633	\$ 53,035	60.32%	\$ 9,622
53	DATA PROCESSING	\$ 2,333,457	\$ 1,989,811	\$ 343,646	85.27%	\$ 75,503
61	COMMUNITY SERVICES	\$ 62,331	\$ 40,926	\$ 21,405	65.66%	\$ 4,748
71	DEBT SERVICE	\$ 289,585	\$ 184,034	\$ 105,551		\$ -
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -
91	STUDENT ATTENDANCE CR	\$ 4,993,834	\$ 3,442,736	\$ 1,551,098	68.94%	\$ 689,415
99	PURCHASES & CONT SRVS	\$ 680,039	\$ 680,187	\$ (148)	100.02%	\$ 173,544
TOTAL EXPENDITURES		\$ 45,083,238	\$ 42,370,422	\$ 2,712,816	93.98%	\$ 7,087,188
7000	Other Sources	\$ 866,515	\$ 551,515			\$ -
8000	Other Uses	\$ 829,141	\$ 829,141			\$ 824,141
		Budget	Actual			Month Actual
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (1,810,402)	\$ (107,898)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (7,288,590)
3000	BEG FUND BAL 07/01/17	\$ 13,980,959				
BUDGETED FUND BALANCE		\$ (1,810,402)				
3000	END FUND BAL 08/31/18	\$ 12,170,557	Unaudited			

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of June 30, 2018

100% Of Fiscal Year	CURRENT YEAR YTD					June
REVENUES	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY	
57XX LOCAL REVENUES	\$ 660,140	\$ 662,353	\$ (2,213)	100.34%	\$	14,983
58XX STATE PROG. REVENUES	\$ 11,621	\$ 12,390	\$ (769)	106.62%	\$	-
59xx FEDERAL REVENUE	\$ 1,790,468	\$ 1,633,662	\$ 156,806	91.24%	\$	206,101
TOTAL REVENUE	\$ 2,462,229	\$ 2,308,405	\$ 153,824	93.75%	\$	221,084
EXPENDITURES	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	ACTIVITY	
61 PAYROLL COST	\$ 942,819	\$ 997,733	\$ (54,914)	105.82%	\$	76,874
62 PURCHASE & CONTRACTED	\$ 99,619	\$ 88,774	\$ 10,845	89.11%	\$	4,947
63 SUPPLIES AND MATERIALS	\$ 1,426,160	\$ 1,193,607	\$ 232,553	83.69%	\$	9,620
64 OTHER OPERATING EXP	\$ 16,438	\$ 14,852	\$ 1,586	90.35%	\$	1,979
66 CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$	-
TOTAL EXPENDITURES	\$ 2,485,036	\$ 2,294,966	\$ 190,070	92.35%	\$	93,420
7000 Other Sources		\$ -			\$	-
8000 Other Uses		\$ -			\$	-
	Budget	Actual			Month Actual	
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (22,807)	\$ 13,439	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$	127,664
3000 BEG FUND BAL 07/01/17	\$ 642,821					
3000 END FUND BAL 08/31/18	\$ 620,014	Unaudited				

Marble Falls ISD
Statement of Revenues and Expenditures - Debt Service
As of June 30, 2018

100% Of Fiscal Year	CURRENT YEAR YTD				% OF	June
REVENUES	BUDGET	YTD ACTIVITY	BALANCE	BUDGET	ACTIVITY	
57XX LOCAL TAX REVENUES	\$ 7,948,326	\$ 8,059,762	\$ (111,436)	101.40%	\$ 103,000	
58XX STATE PROG. REVENUES	\$ 108,975	\$ 115,381	\$ (6,406)	105.88%	\$ -	
59xx FEDERAL REVENUE	\$ -	\$ -	\$ -	0.00%	\$ -	
TOTAL REVENUE	\$ 8,057,301	\$ 8,175,143	\$ (117,842)	101.46%	\$ 103,000	
EXPENDITURES						
65 DEBT SERVICE	\$ 6,737,558	\$ 6,258,217	\$ 479,341	92.89%	\$ -	
TOTAL EXPENDITURES	\$ 6,737,558	\$ 6,258,217	\$ 479,341	92.89%	\$ -	
7000 Other Sources		\$ -			\$ -	
8000 Other Uses		\$ -			\$ -	
	Budget	Actual			Month Actual	
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 1,319,743	\$ 1,916,926	0		\$ 103,000	
3000 BEG FUND BAL 07/01/17	\$ 7,210,839		0			
3000 END FUND BAL 08/31/18	\$ 8,530,582	Unaudited				

Marble Falls Independent School District

Financial Report

July 16, 2018

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

June 1 – June 30, 2018

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	4,845.00	0.00	168,698.14	173,543.14
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	5,573.68	5,573.68
224	IDEA PART B FORMULA	0.00	0.00	7,429.73	7,429.73
240	FOOD SERVICE	0.00	0.00	3,235.84	3,235.84
242	SUMMER FEEDING PROGRAM-DHS	0.00	0.00	5,588.91	5,588.91
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	77,501.27	77,501.27
***	Fund Summary Totals ***	4,845.00	0.00	268,027.57	272,872.57

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

Expenditure to Budget Report

July 16, 2018

General Operating Fund

Food Service Fund

Capital Projects

	Obj	Obj	2017-18 ESTIMATED REVENUE	June 2017-18 MTHLY ACTIVITY	2017-18 Activity	REVENUE BALANCE	PERCENT REALIZED	2017-18 YTD %
199		GENERAL FUND						
5700		REVENUE-LOCAL & INTERMED						
	571-	LOCAL REAL-PROPERTY TAXES	37,413,324.00	404,776.68	37,192,330.79	220,993.21	99.41	99.41
	572-	REV FM SRVCS TO LOCAL ED AG	3,315.00	0.00	0.00	3,315.00	0.00	0.00
	573-	TUITION & FEES FROM PATRONS	102,000.00	3,996.00	74,248.45	27,751.55	72.79	72.79
	574-	TRANS FROM WITHIN STATE	418,987.74	34,039.13	577,806.53	-158,818.79	137.91	137.91
	575-	ENTERPRISING ACTIVITIES	118,570.00	528.00	134,502.54	-15,932.54	113.44	113.44
	57--	REVENUE-LOCAL & INTERMED	38,056,196.74	443,339.81	37,978,888.31	77,308.43	99.80	99.80
5800		STATE PROGRAM REVENUES						
	581-	PER CAPITA-FOUNDATION REV	2,616,937.00	0.00	2,027,543.00	589,394.00	77.48	77.48
	582-	STATE REVENUE DISTRBD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00
	583-	TRS ON BEHALF BENEFIT	1,764,878.00	0.00	1,615,829.74	149,048.26	91.55	91.55
	58--	STATE PROGRAM REVENUES	4,386,815.00	0.00	3,643,372.74	743,442.26	83.05	83.05
5900		FEDERAL PROGRAM REVENUES						
	591-	FEDERALLY DIST REVENUES	40,000.00	0.00	16,950.86	23,049.14	42.38	42.38
	592-		59,346.00	0.00	59,345.62	0.38	100.00	100.00
	593-	VOC ED NON FOUNDATION	693,104.00	30,623.51	692,816.79	287.21	99.96	99.96
	59--	FEDERAL PROGRAM REVENUES	792,450.00	30,623.51	769,113.27	23,336.73	97.06	97.06
7900		OTHER RESOURCES						
	791-		866,514.70	0.00	551,514.70	315,000.00	63.65	63.65
	79--	OTHER RESOURCES	866,514.70	0.00	551,514.70	315,000.00	63.65	63.65
	----	GENERAL FUND	44,101,976.44	473,963.32	42,942,889.02	1,159,087.42	97.37	97.37

Obj	Obj	2017-18 ESTIMATED REVENUE	June 2017-18 MTHLY ACTIVITY	2017-18 Activity	REVENUE BALANCE	PERCENT REALIZED	2017-18 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	1,500.00	0.00	2,788.05	-1,288.05	185.87	185.87
	575- ENTERPRISING ACTIVITIES	658,640.00	12,139.47	656,721.41	1,918.59	99.71	99.71
	57-- REVENUE-LOCAL & INTERMED	660,140.00	12,139.47	659,509.46	630.54	99.90	99.90
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	11,621.00	0.00	12,389.89	-768.89	106.62	106.62
	58-- STATE PROGRAM REVENUES	11,621.00	0.00	12,389.89	-768.89	106.62	106.62
5900	FEDERAL PROGRAM REVENUES						
	592-	1,790,468.00	0.00	1,427,561.97	362,906.03	79.73	79.73
	59-- FEDERAL PROGRAM REVENUES	1,790,468.00	0.00	1,427,561.97	362,906.03	79.73	79.73
	---- FOOD SERVICE	2,462,229.00	12,139.47	2,099,461.32	362,767.68	85.27	85.27

Number of Accounts: 57

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

	Obj	Obj	2017-18 ESTIMATED REVENUE	June 2017-18 Monthly Activity	2017-18 Activity	REVENUE BALANCE	2017-18 YTD %
199		GENERAL FUND					
	5---	REVENUE	43,235,461.74	473,963.32	42,391,374.32	844,087.42	98.05
	7---	OTHER RESOURCES	866,514.70	0.00	551,514.70	315,000.00	63.65
	----	GENERAL FUND	44,101,976.44	473,963.32	42,942,889.02	1,159,087.42	97.37
240		FOOD SERVICE					
	5---	REVENUE	2,462,229.00	12,139.47	2,099,461.32	362,767.68	85.27
	----	FOOD SERVICE	2,462,229.00	12,139.47	2,099,461.32	362,767.68	85.27

Number of Accounts: 57

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

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
00								
	89--	OTHER USES	829,141.00	0.00	829,141.21	824,141.21	-0.21	100.00
	----		829,141.00	0.00	829,141.21	824,141.21	-0.21	100.00
11		INSTRUCTION						
	61--	PAYROLL COSTS	19,959,040.59	0.00	19,710,782.97	4,333,685.41	248,257.62	98.76
	62--	PURCHASE & CONTRACTED SVS	289,384.10	8,547.65	255,650.12	22,569.74	25,186.33	88.34
	63--	SUPPLIES AND MATERIALS	347,607.26	1,220.20	310,378.13	13,643.58	36,008.93	89.29
	64--	OTHER OPERATING EXPENSES	44,962.64	1,550.00	82,008.62	1,289.48	-38,595.98	182.39
	66--	CPTL OUTLY LAND BLDG & EQ	128,347.00	0.00	121,294.03	0.00	7,052.97	94.50
	----	INSTRUCTION	20,769,341.59	11,317.85	20,480,113.87	4,371,188.21	277,909.87	98.61
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	358,083.32	0.00	354,430.95	79,454.98	3,652.37	98.98
	62--	PURCHASE & CONTRACTED SVS	34,992.00	0.00	35,437.33	26,816.89	-445.33	101.27
	63--	SUPPLIES AND MATERIALS	47,036.44	0.00	46,538.32	291.06	498.12	98.94
	64--	OTHER OPERATING EXPENSES	5,891.56	0.00	5,715.97	0.00	175.59	97.02
	----	INST. RESOURCES & MEDIA S	446,003.32	0.00	442,122.57	106,562.93	3,880.75	99.13
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	157,678.61	0.00	150,748.67	8,841.21	6,929.94	95.61
	62--	PURCHASE & CONTRACTED SVS	90,750.00	0.00	75,104.20	0.00	15,645.80	82.76
	63--	SUPPLIES AND MATERIALS	81,120.72	522.49	68,435.81	2,795.98	12,162.42	84.36
	64--	OTHER OPERATING EXPENSES	52,311.33	2,881.94	41,679.34	3,300.03	7,750.05	79.68
	----	CURRICULUM DEV & INST STF	381,860.66	3,404.43	335,968.02	14,937.22	42,488.21	87.98
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	888,360.29	0.00	909,760.77	80,534.55	-21,400.48	102.41
	62--	PURCHASE & CONTRACTED SVS	100,149.37	1,344.43	68,342.28	4,834.15	30,462.66	68.24
	63--	SUPPLIES AND MATERIALS	23,554.68	0.00	19,591.86	353.99	3,962.82	83.18

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	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
21		INSTRUCTIONAL LEADERSHIP						
	64--	OTHER OPERATING EXPENSES	18,187.75	1,819.54	14,781.10	2,773.00	1,587.11	81.27
	----	INSTRUCTIONAL LEADERSHIP	1,030,252.09	3,163.97	1,012,476.01	88,495.69	14,612.11	98.27
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	2,182,506.83	0.00	2,172,645.68	333,522.59	9,861.15	99.55
	62--	PURCHASE & CONTRACTED SVS	38,680.15	2,548.16	34,743.50	2,642.85	1,388.49	89.82
	63--	SUPPLIES AND MATERIALS	43,195.64	189.78	32,228.41	908.47	10,777.45	74.61
	64--	OTHER OPERATING EXPENSES	18,821.16	2,066.88	15,127.32	88.64	1,626.96	80.57
	66--	CPTL OUTLY LAND BLDG & EQ	5,914.00	0.00	5,145.79	0.00	768.21	87.01
	----	SCHOOL LEADERSHIP	2,289,117.78	4,804.82	2,259,890.70	337,162.55	24,422.26	98.72
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,132,427.67	0.00	1,128,280.26	204,198.67	4,147.41	99.63
	62--	PURCHASE & CONTRACTED SVS	7,110.00	0.00	6,471.41	0.00	638.59	91.02
	63--	SUPPLIES AND MATERIALS	15,183.26	0.00	12,295.08	0.00	2,888.18	80.98
	64--	OTHER OPERATING EXPENSES	10,656.94	0.00	7,241.17	0.00	3,415.77	67.95
	----	GUIDANCE & COUNSELING	1,165,377.87	0.00	1,154,287.92	204,198.67	11,089.95	99.05
32		SOCIAL WORK SERVICES						
	61--	PAYROLL COSTS	52,821.56	0.00	50,471.59	4,817.78	2,349.97	95.55
	62--	PURCHASE & CONTRACTED SVS	12,000.00	0.00	6,577.44	0.00	5,422.56	54.81
	----	SOCIAL WORK SERVICES	64,821.56	0.00	57,049.03	4,817.78	7,772.53	88.01
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	386,935.53	0.00	373,849.60	79,669.91	13,085.93	96.62
	62--	PURCHASE & CONTRACTED SVS	778.00	0.00	200.00	0.00	578.00	25.71
	63--	SUPPLIES AND MATERIALS	10,260.00	8.19	8,549.36	111.62	1,702.45	83.33
	64--	OTHER OPERATING EXPENSES	936.00	0.00	329.00	0.00	607.00	35.15
	----	HEALTH SERVICES	398,909.53	8.19	382,927.96	79,781.53	15,973.38	95.99

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,360,545.21	0.00	1,398,065.22	107,214.14	-37,520.01	102.76
	62--	PURCHASE & CONTRACTED SVS	34,525.00	4,190.51	24,352.12	764.64	5,982.37	70.53
	63--	SUPPLIES AND MATERIALS	386,820.00	18,360.91	359,715.58	20,487.68	8,743.51	92.99
	64--	OTHER OPERATING EXPENSES	-136,550.00	2,279.90	-185,885.17	-2,338.17	47,055.27	136.13
	66--	CPTL OUTLY LAND BLDG & EQ	429,909.00	0.00	429,909.00	0.00	0.00	100.00
	----	PUPIL TRANSPORTATION	2,075,249.21	24,831.32	2,026,156.75	126,128.29	24,261.14	97.63
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	922,305.97	0.00	892,300.87	173,730.34	30,005.10	96.75
	62--	PURCHASE & CONTRACTED SVS	140,438.83	0.00	149,067.98	8,326.73	-8,629.15	106.14
	63--	SUPPLIES AND MATERIALS	161,098.25	1,576.65	152,575.52	13,763.20	6,946.08	94.71
	64--	OTHER OPERATING EXPENSES	315,452.92	0.00	329,072.52	2,036.30	-13,619.60	104.32
	66--	CPTL OUTLY LAND BLDG & EQ	40,865.24	0.00	40,865.24	0.00	0.00	100.00
	----	COCURR./EXTRACURR.ACTIVIT	1,580,161.21	1,576.65	1,563,882.13	197,856.57	14,702.43	98.97
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,157,865.33	0.00	1,153,457.94	96,757.31	4,407.39	99.62
	62--	PURCHASE & CONTRACTED SVS	122,042.16	9,947.86	122,547.57	2,596.63	-10,453.27	100.41
	63--	SUPPLIES AND MATERIALS	94,930.62	1,999.10	81,140.25	2,145.54	11,791.27	85.47
	64--	OTHER OPERATING EXPENSES	107,925.72	7,531.24	104,299.93	11,298.00	-3,905.45	96.64
	----	GENERAL ADMINISTRATION	1,482,763.83	19,478.20	1,461,445.69	112,797.48	1,839.94	98.56
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,454,760.55	0.00	2,545,947.99	210,170.87	-91,187.44	103.71
	62--	PURCHASE & CONTRACTED SVS	1,480,353.18	17,396.37	1,450,769.72	224,307.47	12,187.09	98.00
	63--	SUPPLIES AND MATERIALS	479,356.71	11,828.56	474,954.01	42,852.69	-7,425.86	99.08
	64--	OTHER OPERATING EXPENSES	167,350.29	0.00	178,950.31	22.95	-11,600.02	106.93
	66--	CPTL OUTLY LAND BLDG & EQ	324,645.00	5,265.00	121,904.09	9,827.50	197,475.91	37.55
	----	PLANT MAINTENANCE & OPERA	4,906,465.73	34,489.93	4,772,526.12	487,181.48	99,449.68	97.27

16

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	72,667.53	0.00	71,296.62	9,621.81	1,370.91	98.11
	62--	PURCHASE & CONTRACTED SVS	55,800.00	0.00	4,740.00	0.00	51,060.00	8.49
	63--	SUPPLIES AND MATERIALS	5,200.00	0.00	4,596.70	0.00	603.30	88.40
	----	SECURITY & MONITORING SER	133,667.53	0.00	80,633.32	9,621.81	53,034.21	60.32
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	611,468.12	0.00	606,849.16	47,842.66	4,618.96	99.24
	62--	PURCHASE & CONTRACTED SVS	429,618.54	368.60	435,054.24	4,655.87	-5,804.30	101.27
	63--	SUPPLIES AND MATERIALS	356,381.32	3,879.65	326,918.52	22,612.68	25,583.15	91.73
	64--	OTHER OPERATING EXPENSES	5,079.36	0.00	5,079.36	391.83	0.00	100.00
	66--	CPTL OUTLY LAND BLDG & EQ	930,909.70	0.00	615,909.70	0.00	315,000.00	66.16
	----	DATA PROCESSING SERVICES	2,333,457.04	4,248.25	1,989,810.98	75,503.04	339,397.81	85.27
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	41,918.52	0.00	40,415.32	4,748.25	1,503.20	96.41
	62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
	64--	OTHER OPERATING EXPENSES	412.00	0.00	510.98	0.00	-98.98	124.02
	----	COMMUNITY SERVICES	62,330.52	0.00	40,926.30	4,748.25	21,404.22	65.66
71		DEBT SERVICES						
	65--	DEBT SERVICE	289,585.00	105,550.34	184,034.37	0.00	0.29	63.55
	----	DEBT SERVICES	289,585.00	105,550.34	184,034.37	0.00	0.29	63.55
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,993,834.00	0.00	3,442,736.00	689,415.00	1,551,098.00	68.94
	----	INTERGOVERNMENTAL CHARGES	4,993,834.00	0.00	3,442,736.00	689,415.00	1,551,098.00	68.94

17

		2017-18	ENCUMBRANCE	2017-18	June 2017-18		2017-18
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
99	OTHR INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	680,039.00	0.00	680,187.45	173,543.63	-148.45	100.02
	---- OTHR INTERGOVERNMENTAL CH	680,039.00	0.00	680,187.45	173,543.63	-148.45	100.02
	---- GENERAL FUND	45,912,378.47	212,873.95	43,196,316.40	7,908,081.34	2,503,188.12	94.08

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	942,819.00	0.00	997,733.20	76,873.85	-54,914.20	105.82
	62--	PURCHASE & CONTRACTED SVS	99,619.05	1,014.25	88,774.24	4,946.91	9,830.56	89.11
	63--	SUPPLIES AND MATERIALS	1,426,159.95	5,998.89	1,193,586.82	9,599.81	226,574.24	83.69
	64--	OTHER OPERATING EXPENSES	16,438.00	319.85	14,852.25	1,979.44	1,265.90	90.35
	----	FOOD SERVICES	2,485,036.00	7,332.99	2,294,946.51	93,400.01	182,756.50	92.35
	----	FOOD SERVICE	2,485,036.00	7,332.99	2,294,946.51	93,400.01	182,756.50	92.35

Number of Accounts: 2199

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

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	June 2017-18 ACTIVITY	2017-18 BALANCE	2017-18 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	45,083,237.47	212,873.95	42,367,175.19	7,083,940.13	2,503,188.33	93.98
	8---	OTHER USES	829,141.00	0.00	829,141.21	824,141.21	-0.21	100.00
	----	GENERAL FUND	45,912,378.47	212,873.95	43,196,316.40	7,908,081.34	2,503,188.12	94.08
240		FOOD SERVICE						
	6---	EXPENDITURES	2,485,036.00	7,332.99	2,294,946.51	93,400.01	182,756.50	92.35
	----	FOOD SERVICE	2,485,036.00	7,332.99	2,294,946.51	93,400.01	182,756.50	92.35

Number of Accounts: 2199

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

Fnd T Fn Obj	Sb Org F Pr L L2 Fnd	Obj	Date	Src Sub Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount				
622 E 00 8911	00 000 0 00 0 00	CPF - CATE	06/13/18	JE	17-00736	2	OPERATING TRANSFERS OUT		06/13/18			140,096.52				
							June					140,096.52				
							*622 E 00 8911 00 000 0 00 0 00					140,096.52				
							*Journal Entries					140,096.52				
622 E 00 89--	-- -- -- -- --	CPF - CATE														
622 E 00 ----	-- -- -- -- --	CPF - CATE														
622 E 11 6399	05 001 0 22 0 00	CPF - CATE	06/07/18	AP	CC060318 AMAZON.COM	221800011	GENERAL SUPPLIES JUNE ACCT#00-0427-8789	JUNE300048	05/04/18	1683	06/07/18	483.01				
							June					483.01				
							P.O. #	*Year Description	Vendor	P.O. Date	PO Amount	PC Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
							221800011	2017 CONSTRUCTION TRADES TINY HOME	AMAZON.COM	08/28/2017	5,611.00	5,611.00	5,965.78	354.78	0.00	O
								*Total			5,611.00	5,611.00	5,965.78	354.78	0.00	
								*622 E 11 6399 05 001 0 22 0 00								483.01
								*Accounts Payable								483.01
622 E 11 63--	-- -- -- -- --	CPF - CATE														
622 E 11 ----	-- -- -- -- --	CPF - CATE														
622 - - - ----	-- -- -- -- --	CPF - CATE														
634 R 00 7911	00 000 0 00 0 00	CPF - TRANSPORTATION	06/13/18	JE	17-00736	6	SALE OF BONDS		06/13/18			-165,206.00				
							June					-165,206.00				
							*634 R 00 7911 00 000 0 00 0 00					-165,206.00				
							*Journal Entries					-165,206.00				
634 R 00 79--	-- -- -- -- --	CPF - TRANSPORTATION														
634 R 00 ----	-- -- -- -- --	CPF - TRANSPORTATION														
634 - - - ----	-- -- -- -- --	CPF - TRANSPORTATION														
636 R 00 7911	00 000 0 00 0 00	CPF - BAND	06/13/18	JE	17-00736	8	SALE OF BONDS		06/13/18			-246,789.68				
							June					-246,789.68				
							*636 R 00 7911 00 000 0 00 0 00					-246,789.68				
							*Journal Entries					-246,789.68				
636 R 00 79--	-- -- -- -- --	CPF - BAND														
636 R 00 ----	-- -- -- -- --	CPF - BAND														
636 - - - ----	-- -- -- -- --	CPF - BAND														

21

Fnd T Fn Obj Sb Org F Pr L L2 Fnd	Obj	Date	Src Sub Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
651 R 00 7911 00 000 0 00 0 00	CPF - MAINTENANCE	06/13/18	JE	17-00736	13	SALE OF BONDS		06/13/18			-616,985.00
						June					-616,985.00
						*651 R 00 7911 00 000 0 00 0 00					-616,985.00
						*Journal Entries					-616,985.00

651 R 00 79-- -- -- -- -- CPF - MAINTENANCE
651 R 00 ---- -- -- -- -- CPF - MAINTENANCE

651 E 81 6629 42 934 0 99 0 00	CPF - MAINTENANCE	06/07/18	AP	CC0603	CITI BANK	0	BUILDING PURCHASE/CONST/IMPRVM MAINTENANCE 1, CITY OF MARBLE FALLS (, PERMITS FOR TRANS SITE	JUNE 300000	05/04/18	1683	06/07/18	157.31
06/13/18	AP	JS	DIAMOND X CONTRACTING, INC	6001800031	MT - TD RELOCATION	4364		06/11/18	1684	06/14/18	80,718.12	
					June						80,875.43	

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800014	2017	MT - TRANSPORTATION SITE RELOC	EXCELL FUELING SYSTE	09/22/2017	372,307.76	372,307.76	137,270.00	0.00	235,037.76	0
6001800031	2017	MT - TD RELOCATION	DIAMOND X CONTRACTIN	01/18/2018	237,740.00	237,740.00	194,077.98	0.00	43,662.02	0
6001800051	2017	MT - TD SITE FENCING/GATES/OPE	AMERICAN FENCE CO	06/21/2018	22,428.27	22,428.27	0.00	0.00	22,428.27	0
			*Total		632,476.03	632,476.03	331,347.98	0.00	301,128.05	
			*651 E 81 6629 42 934 0 99 0 00						80,875.43	
			*Accounts Payable						80,875.43	

651 E 81 66-- -- -- -- -- CPF - MAINTENANCE
651 E 81 ---- -- -- -- -- CPF - MAINTENANCE
651 - -- ---- -- -- -- -- CPF - MAINTENANCE

653 E 00 8911 00 000 0 00 0 00	CPF - TECHNOLOGY	06/13/18	JE	17-00736	10	OPERATING TRANSFERS OUT		06/13/18			64,742.95
						June					64,742.95
						*653 E 00 8911 00 000 0 00 0 00					64,742.95
						*Journal Entries					64,742.95

653 E 00 89-- -- -- -- -- CPF - TECHNOLOGY
653 E 00 ---- -- -- -- -- CPF - TECHNOLOGY
653 - -- ---- -- -- -- -- CPF - TECHNOLOGY

Total for Accounts Payable 81,358.44
Total for Journal Entries -824,141.21
Grand Total -742,782.77

** The report displays only accounts with activity in the date range selected.

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<u>Fnd</u>	<u>T</u>	<u>Fn</u>	<u>Obj</u>	<u>Sb</u>	<u>Org</u>	<u>F</u>	<u>Pr</u>	<u>L</u>	<u>L2</u>	<u>Fnd</u>	<u>Obj</u>	<u>Date</u>	<u>Src</u>	<u>Sub</u>	<u>Batch</u>	<u>Vendor Name/Ref</u>	<u>PO#/Line#</u>	<u>Description</u>	<u>Inv#/Desc2</u>	<u>Inv Date</u>	<u>Chk#/Rec#</u>	<u>Check Date</u>	<u>Amount</u>
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Number of Accounts: 7

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

**Marble Falls Independent School District
Investment Report
For The Quarter Ended June 30, 2018**

Investment Description	Average Yield	Maturity Date	Beginning Market Value	Accrued / Paid Interest	Deposits & Withdrawals	Ending Market Value
General Fund:						
FSB - Finance	0.91%	Liquid	\$ 286,425.81	\$ 507.53	\$ (45,199.56)	\$ 241,733.78
FSB - Money Market	0.91%	Liquid	\$ 895,613.80	\$ 1,609.37	\$ 10,925.23	\$ 908,148.40
FSB - Payroll	0.91%	Liquid	\$ 774,404.74	\$ 2,070.01	\$ 154,529.64	\$ 931,004.39
Lone Star	2.17%	Liquid	\$ 25,320,480.30	\$ 104,184.27	\$ (9,737,564.69)	\$ 15,687,099.88
Total General Fund			\$ 27,276,924.65	\$ 108,371.18	\$ (9,617,309.38)	\$ 17,767,986.45
Debt Service Fund:						
FSB - Debt Service	0.91%	Liquid	\$ 4,261.54	\$ 7.18	\$ (750.00)	\$ 3,518.72
Lone Star	2.17%	Liquid	\$ 8,999,916.45	\$ 46,957.45	\$ 241,348.93	\$ 9,288,222.83
Total Debt Service Fund			\$ 9,004,177.99	\$ 46,964.63	\$ 240,598.93	\$ 9,291,741.55
Capital Projects Fund:						
FSB - Capital Projects	0.91%	Liquid	\$ 360,170.66	\$ 370.86	\$ (59,472.85)	\$ 301,068.67
Total Capital Projects Fund			\$ 360,170.66	\$ 370.86	\$ (59,472.85)	\$ 301,068.67
Total Investments			\$ 36,641,273.30	\$ 155,706.67	\$ (9,436,183.30)	\$ 27,360,796.67

*Interest accrued / paid, not added to principal

This quarterly report is in compliance with the Board approved investment policy and the Public Funds Investment Act
Texas Government Code (Chapter 2256)



David Hemond
Accounting Supervisor



Melissa Lafferty
Executive Director of Finance

**Marble Falls Independent School District
Annual Investment Report
June 30, 2018**

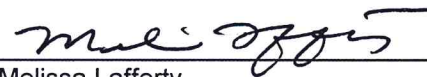
Investment Description	Average Yield	Maturity Date	Beginning Market Value	Accrued / Paid Interest	Deposits & Withdrawals	Ending Market Value
General Fund:						
FSB - Finance	0.91%	Liquid	\$ 237,361.26	\$ 1,539.11	\$ 2,833.41	\$ 241,733.78
FSB - Money Market	0.91%	Liquid	\$ 1,477,341.70	\$ 6,385.05	\$ (575,578.35)	\$ 908,148.40
FSB - Payroll	0.91%	Liquid	\$ 680,002.13	\$ 4,966.90	\$ 246,035.36	\$ 931,004.39
Lone Star	2.17%	Liquid	\$ 15,301,413.11	\$ 261,176.89	\$ 124,509.88	\$ 15,687,099.88
Total General Fund			\$ 17,696,118.20	\$ 274,067.95	\$ (202,199.70)	\$ 17,767,986.45
Debt Service Fund:						
FSB - Debt Service	0.91%	Liquid	\$ 5,061.70	\$ 174.67	\$ (1,717.65)	\$ 3,518.72
Lone Star	2.17%	Liquid	\$ 6,781,202.14	\$ 99,421.28	\$ 2,407,599.41	\$ 9,288,222.83
1 Year CD*	1.10%	10/12/17	\$ 249,000.00	\$ 998.75	\$ (249,000.00)	-
Total Debt Service Fund			\$ 7,035,263.84	\$ 100,594.70	\$ 2,156,881.76	\$ 9,291,741.55
Capital Projects Fund:						
FSB - Capital Projects	0.91%	Liquid	\$ 580,748.35	\$ 1,821.99	\$ (281,501.67)	\$ 301,068.67
Total Capital Projects Fund			\$ 580,748.35	\$ 1,821.99	\$ (281,501.67)	\$ 301,068.67
Total Investments			\$ 25,312,130.39	\$ 376,484.64	\$ 1,673,180.39	\$ 27,360,796.67

*Interest paid, not added to principal

This annual report is in compliance with the Board approved investment policy and the Public Funds Investment Act
Texas Government Code (Chapter 2256)



David Hemond
Accounting Supervisor



Melissa Lafferty
Executive Director of Finance



Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

Marble Falls ISD Board of Trustees Agenda Item Information

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Expert help from friendly people

Marble Falls ISD Employee Survey 2018



Methodology



HR
Services



online



on paper



673
MFISD employees
invited to respond

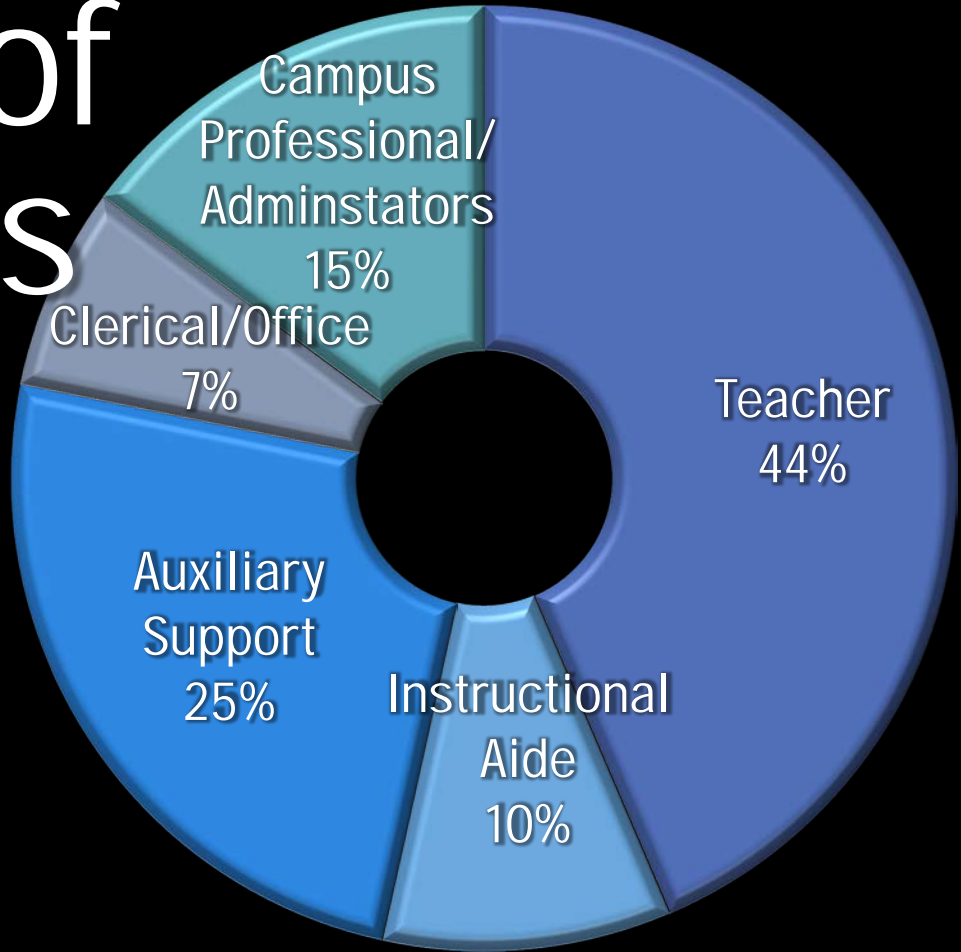


85%

Response Rate

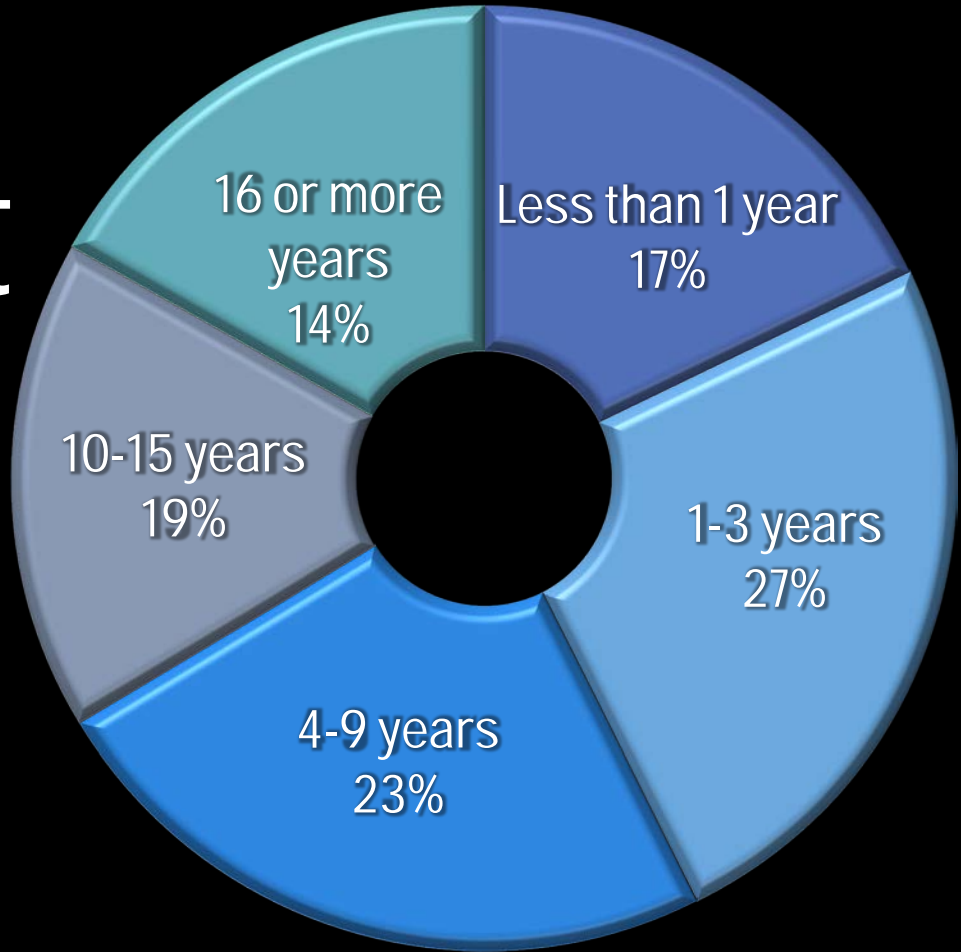


Breakdown of Respondents





Length of Employment





Job Satisfaction

- 1 Meaningful work
- 2 Compensation and benefits
- 3 Respectful treatment
- 4 Relationship with coworkers



Meaningful Work

Meaningful Work

- I am proud to work for Marble Falls ISD. - 94%
- I like with work I do. - 98%
- Most days I feel good about what I have accomplished. - 94%
- I understand what is expended of me in my job. - 95%
- My job allows me to use my skills and abilities. - 96%
- I understand how my efforts contribute to district goals. - 91%
- I would recommend this district to a friend as a good place to work. - 85%



Compensation and Benefits



Compensation and Benefits

- My pay is fair. - 48%
- My pay is competitive with other districts. - 53%
- Leave time is adequate. - 86%
- I get help with problems or questions about benefits when I need it. - 96%
- The district provides enough information about benefits to meet my needs. - 83%



Relationship with Coworkers



Relationship with Coworkers

- I can depend on my coworkers - 92%
- I like the people I work with. - 97%
- I feel loyal to my immediate team or work group. - 95%
- My team works well together - 88%

Relationship with Supervisor

Relationship with Supervisor

- My supervisor sets clear goals and objectives. - 85%
- I get the training I need to do my job effectively. - 82%
- I receive useful feedback on my job performance. - 82%
- My supervisor provides the support I need with problems on the job. - 88%
- I am allowed to make decisions within my scope of authority. - 88%
- My supervisor makes timely decisions. - 83%
- I can communicate openly and honestly with my supervisor. - 82%
- My work is appreciated by my supervisor. - 85%
- I trust my supervisor. - 82%
- I like working for my supervisor. - 88%

District Communication



District Communication

- I understand how my efforts contribute to district goals. - 93%
- Policies and procedures affecting my work are communicated clearly. - 88%
- The district shares important news and events. - 93%
- The district recognizes employees accomplishments. - 82%
- Employees have a way to express concerns to district leaders. - 74%

District Leadership



District Leadership

- I trust the district leadership to act in the best interest of the students. - 86%
- I believe district leaders are honest and trustworthy. - 82%
- I believe district leaders value the employees of the district. - 77%

Campus Environment



Campus Environment

- I get the information I need from campus leaders. - 81%
- My campus is clean and properly maintained. - 81%
- My principal is effective in leading my campus to achieve its goals. - 74%
- My principal treats me with respect. - 85%

Resources and Teacher Development

Resources and Teacher Development

- I have sufficient access to resources and materials. - 78%
- I have sufficient access to instructional technology. - 84%
- I am satisfied with resources for teachers with special populations. - 61%
- Teachers have a role in selecting instructional materials. - 83%
- Staff Dev. provides teachers w/ useful knowledge & skills. - 72%
- Training: more effective use of technology. - 60%
- Opportunities to collaborate with colleagues. - 83%
- Opportunities to learn from other teachers. - 71%
- Feedback to help improve teaching. - 77%
- Teachers are held to high professional standards. - 84%
- Teachers are involved in decisions about inst. issues. - 80%

Student Discipline



Student Discipline

- Principal sets and maintains behavioral standards - 65%
- Assistance to resolve disciplinary problems in the classroom. - 63%
- Student code of conduct is consistently and fairly enforced. - 46%



20%
provided
comments



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD



Love and Inspire

54

ACE Program Update

Current Status

The new cycle for the ACE Grant was applied for in May, 2018.

The ACE Burnet County Consortium was not awarded the new cycle for the ACE Grant.

The ACE program, will expire on July 31, 2018.

Process – 2017-2018

- ACE Grant Programming
 - HLES
 - MFMS
 - MFHS
- Grant Application
- Survey Results
 - Parent
 - ACE Staff
 - Campus Staff



Release of Information

- Presentation to Board
- Email to Current ACE Staff
- Email to MFISD Staff
- Letter to Current ACE Parents & Students
- Press Release



Planning – 2018-2019

- CES & SWE currently run a self-funded program
- MFE uses the Boys & Girls Club
- MFMS & MFHS currently have no plans for an after-school program
 - Survey Results
- MFISD is exploring a partnership with the Boys & Girls Club to provide HLES some after-school programming
- Remainder of ACE-BCC



Questions





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MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Certified T-TESS Appraisers
Marble Falls ISD
2018-2019

Adams, Damon
Barr, Roger
Baty, Leslie
Birdwell, Bethany
Cox, Susan
Cunningham, Wesley
Fields, Clark
Fields, Melissa
Fletcher, Melissa
Gage, Bryce
Gasaway, Jeff
Gasaway, Kara
Haley, Michael
Hampton, Allie
Harkins, Leeann
Hughes, Mickey
Koenig, Amy
Lashbrook, Stacy
Leflet, Tony
Leflet, Yarda
Lockner, Jennifer
Metzgar, Heather
Moore, Brenda
O'Connor, Erika
Puga, Soor-el



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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls Independent School District

2018-2019 Appraisal Calendar

July 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

August 18						
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September 18						
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30						

October 18						
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November 18						
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December 18						
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January 19						
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February 19						
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March 19						
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April 19						
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May 19						
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June 19						
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July 19						
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28	29	30	31			

August 19						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Appraisal Timeline

New Employee Inservice

Inservice - (First Day - August 13)

T-TESS orientation completed by August 21

August 22 - First day of school
May 30 - Last day of school

No formal observations

Holiday

September 28 - Goal Setting & PD Plan due to appraiser.

September 6 - Formal observations may begin.

April 15 - Window opens for Goal Reflections to be sent to appraiser.

April 15 - Window opens for End of Year Conferences. Written report due to teacher within 10 working days following conference.

April 15 - May 9 - End of Year Conferences
May do observations during this window.
Written summative report due to teacher within ten working days after conference.
Teacher may rebut in writing or request second appraiser within ten working days.



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Board of Trustees
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Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Kevin Naumann, President, called the regular meeting to order at 6:02 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Kevin Naumann, Alex Payson, Gary Boshears, Rick Edwards and Larry Berkman

Board Members Absent: Lee Ann Johnson and Kevin Virdell

Administrators Present: Dr. Chris Allen, Jeff Gasaway, Melissa Lafferty, Shana Fancher, Nathan Fink, Mike Haley, Bethany Birdwell, Pam Parkman, Erika O'Connor, Leslie Baty, Roger Barr, Soor-el Puga, Damon Adams, Rick Hoover, Susan Cox, and Dr. Melissa Fields.

Members of the Press: Richard Zowie, The Highlander

Public Hearings

2018-19 School Year Budget

Kevin Naumann opened the public hearing at 6:05 p.m. regarding the MFISD 2018-2019 budget. Mrs. Melissa Lafferty, Executive Director of Finance, presented and explained the proposed budget to the school board. There were no comments from the public. Mr. Naumann closed the public hearing at 6:16 p.m.

Flexible School Day

Kevin Naumann opened the public hearing at 6:17 p.m. Dr. Wes Cunningham, Assistant Superintendent, provided comments regarding the flexible school day programs annual performance and requested to apply for the 2018-2019 school year for Falls Career High School and Marble Falls High School. There were no comments from the public and the hearing was closed at 6:18 p.m.

Citizens Comments

No one asked to speak.

Information Items

Financial Report

- General Fund Summary
- Expenditure Report

Presentation/Discussion Items and Possible Action

Phoenix Center Update

Sarah Garrett, Phoenix Center, gave an overview of the relationship with Marble Falls ISD and the Phoenix Center.

Assignment of Fund Balance for Transportation Facility

Melissa Lafferty, Executive Director of Finance, informed the Board the net commitment for the Transportation Facility.

Upon a motion by Rick Edwards, second by Alex Payson, the Board approved the assignment of fund balance in the amount of \$1,856,909.

For: 5 Against: 0 Absent: 2

Student Handbook, Code of Conduct, & Extracurricular Handbook

Jeff Gasaway, Assistant Superintendent, presented to the Board with the updated Student Handbook and Extracurricular Handbook. The Code of Conduct only had date changes. This was a first read.

Policy Update- FNG (Local)

Jeff Gasaway, Assistant Superintendent, informed the Board that Marble Falls ISD administration has worked to update the FNG (LOCAL) policy with specific focus on Extracurricular Activity Complaints. As a district, we have the ability to address extracurricular activity complaints at the campus and district level. As long as a complaint does not violate a right guaranteed by Education Code Chapter 26, then the Level Two decision would be final and may not be appealed to the Board.

Upon a motion by Gary Boshears, second by Rick Edwards, the Board approved the policy FNG (Local) as presented.

For: 5 Against: 0 Absent: 2

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Gary Boshears, and amended by Gary Boshears, second by Alex Payson, the Board approved the following as presented:

- Minutes from Regular Board Meeting held on May 21, 2018
- Minutes from Special Board Meeting held on June 4, 2018
- Final Budget Amendments
- Resolutions for the Sale of Properties Acquired by the Burnet CAD- 5 bids

For: 5 Against: 0 Absent: 2

2018-19 School Year Budget

Upon a motion by Alex Payson, second by Larry Berkman, the Board approved the 2018-19 proposed budget as presented.

For: 5 Against: 0 Absent: 2

Update to TASB Policy Study affecting Local Policies: AE, AF, BBG, BDB, BE, BED, BQA, BQB, CDC, CFD, CMB, CPC, DBD, DCA, DK, DMA, DNA, DP, EB, EC, EHBB, EI, EIC, EIE, EIF, FD, FDA, FEE, FEC, FFAA, FFAC, FL, FMF, FNAA, FNAB, FO, GKD

Upon a motion by Gary Boshears, second by Alex Payson, the Board approved the TASB Study and District of Innovation Board Policies as presented.

For: 5 Against: 0 Absent: 2

Safety & Security Update including Proposed Changes to Policies CKC (Local) and DH (Local)

Rick Edwards asked to move this item until after Execute Session to discuss safety.

Upcoming Meetings

- Monday, July 16, 2018 - Special Board Meeting
- Tuesday, August 7, 2018 – Team of 8 Training
- Monday, August 20, 2018 – Regular Board Meeting
- Monday, September 17, 2018 – Regular Board Meeting

Executive Session

At 7:18 p.m., the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074) and security (TX Govt. Code 551.076).

The Board reconvened from executive session at 8:13 p.m.

Discussion and Possible Approval of Action Arising from Executive Session

Professional Personnel

Upon a motion by Alex Payson, second by Rick Edwards, the Board approved the professional personnel recommendations from Superintendent, Dr. Chris Allen, as presented.

For: 5 Against: 0 Absent: 2

Safety & Security Update including Proposed Changes to Policies CKC (Local) and DH (Local)

Upon a motion by Rick Edwards, second by Gary Boshears, the Board approved the Board policy Marble Falls ISD CKC (Local) as presented with the amendment on page 3 of 4 regarding “additional training requirements in addition to possessing a LTC, as provided by the State of Texas, and receiving written authorization by the Superintendent, an authorized employee must also receive no less than 20 hours of training, annually...” To include DH (Local).

For: 4 Against: 1 Absent: 2

Adjournment

Hearing no objection, the Board adjourned at 8:15 p.m.

Approved:

Kevin Naumann, President

Gary Boshears, Secretary



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Board of Trustees
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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Texas Education Agency



APPLICATION

Optional Flexible School Day Program (OFSDP)

2018-2019 School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student is eligible to participate in an optional flexible school day program (OFSDP) authorized under the Texas Education Code (TEC) §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
 - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled;
 - the student is attending a school with an approved early college high school program designation; or
 - the student is attending a school implementing an approved innovative campus plan; or
 - **the student is attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2).**

and

2. the student, if less than 18 years of age and not emancipated by marriage or court order, and the student's parent, or person standing in parental relation to the student, agree in writing to the student's participation.

Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in attendance for purposes of funding under the TEC, Chapters 41, 42, and 46, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students in enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Public Hearings

The board of trustees of a school district or governing board of an open-enrollment charter school must hold a public hearing concerning the proposed application for an OFSDP before applying to operate an OFSDP under the TEC, §29.0822. In addition, the board of trustees of a school district or governing board of an open-enrollment charter school must hold a public hearing annually to review the performance of the OFSDP (see Appendix Two).

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Provisions of Agreement

Article I - Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Marble Falls ISD

(Legal Name of School District or Open-Enrollment Charter School)

located at

1800 Colt Circle Marble Falls, TX 78654

(Physical Address)

hereinafter referred to as "district."

Article II - Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix 5**, is for a maximum of one school year plus an additional 30 school days if the district is applying for credit recovery. **Please note that the agreement term is subject to annual renewal.**

Article III - Purpose of Agreement

The district must perform all of the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV - Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Article V - General and Special Provisions to the Agreement

Attached hereto and made a part hereof by reference is each of the provisions indicated below with an "X" beside it:

- [] Appendix One, Assurances
- [] Appendix Two, Public Hearings
- [] Appendix Three, Narrative Description of Proposed Program
- [] Appendix Four, Contact Sheet
- [] **Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (new)**
- [] Attachment, Copy of articulation agreement between district and university/college if one or more participating campuses have an Early College High School Program designation

Article VI - Application Process

For questions or assistance regarding this application, please contact Melani Escobar by telephone at (512) 463-4834 or by email at Melani.Escobar@tea.texas.gov.

EMAIL THE COMPLETED APPLICATION TO: Melani.Escobar@tea.texas.gov.

Article VII - Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name Dr. Chris Allen _____
Typed Title Superintendent _____ Authorized Signature

Appendix One Assurances

The definition of terms of the application applies to this Appendix One. Assurances. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
 - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled;
 - the student is attending a school with an approved early college high school program designation; or
 - the student is attending a school implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2).

and

2. the student, if less than 18 years of age and not emancipated by marriage or court order, and the student's parent, or person standing in parental relation to the student, agree in writing to the student's participation.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. All instructional materials and facilities must be comparable to or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees and highly qualified staff for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the Student Attendance Accounting Handbook.

- 8. to comply with all reporting requirements established by the TEA;
- 9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
- 10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Kevin Nauman, President 830 693 4357

Name, Title, and Telephone Number of School Board President

Signature of School Board President Date

Dr. Chris Allen, Superintendent 830 693 4357

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School Date

Appendix Two Public Hearings

The definition of terms of the application applies to this Appendix Two, Public Hearings. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX TWO. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school agrees to hold a public hearing concerning the proposed application for an OFSDP.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school agrees to hold a public hearing annually to review the performance of the program proposed under this application.

The pre-application public hearing was conducted on:

Month:

Day:

Year:

Time:

Location:

NOTE: The applicant will be required to include a copy of the posting of this public hearing in the final progress report.

AGREED and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Kevin Nauman, President 830 693 4357

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Dr. Chris Allen, Superintendent 830 693 4357

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three Narrative Description of Proposed Program

The definition of terms of the application applies to this Appendix Three, Narrative Description of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Appendix Three describes the school district or charter school proposed OFSDP. On 8 ½ x 11 inch paper, provide a concise description of the:

1. program goals and objectives;
 - A. If students are attending a community-based dropout recovery education program offered on a campus as defined by TEC, §29.081 (e-1), please indicate that one instructor will be provided for every 28 students.
 - B. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), please include the following:
 1. describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 2. describe the individual learning plan or process used to monitor each student’s progress.
 3. indicate how student will be served by an academic coach and local advocate.
 4. indicate the date of the month that monthly student progress reports will be provided to the student’s school district.
2. staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include the contact hours the position and resource will be obligated to the program;
3. qualification standards established for each staff and resource position;
4. local procedures for identifying students, including how the school confirms and documents student eligibility;
5. procedures for obtaining student and parental consent for participation in the OFSDP;
6. process that will be implemented to maintain records of student eligibility, consent, and attendance;
7. process that will be implemented and software utilized to track the number of instructional minutes each student receives each day, to generate six-week student detail reports for audit purposes, and to certify attendance records;
8. procedure the district will establish to ensure all students enrolled in the OFSDP are administered the required assessment instruments in the timeline established by the TEA; and,
9. criteria selected to report the progress of students participating in the OFSDP.

Appendix Four Contact Sheet

The definition of terms of the application applies to this Appendix Four, Contact Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FOUR, CONTACT SHEET. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

District Contact for the Application

Contact Name:	Yarda Leflet
District Superintendent or Charter School Chief Operations Officer:	Dr. Chris Allen
Mailing Address:	1800 Colt Circle
City, State, Zip Code:	Marble Falls, TX 78654
Telephone Number:	830 693 4357
Alternate Telephone Number:	
Fax Number:	830 798 3636
Email Address:	yleflet@mfisd.txed.net

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

NOTE: The majority of the contact for the approved OFSDP is done via email. Please make sure that a valid email address or valid email addresses are submitted on this form. More than one email address may be submitted. Please provide the full name(s) of the person or persons who are the email contact(s) to ensure that the TEA has accurate information.

Appendix Five Participating Campuses, Student Eligibility, and Period of Agreement

Please download and complete the template below:

[2018-2019 Participating Campuses, Student Eligibility, and Period of Agreement Template.](#)

[Please email the completed MS Excel file with the application.](#)

Applications and Templates

- [2018-2019 OFSDP Application](#)
- [2018-2019 Participating Campus, Student Eligibility, Period of Agreement Template \(Appendix Five\)](#)

Appendix Three
Narrative Description of Proposed Program

Narrative description of the Optional Flexible School Day Program proposed by
Falls Career High School

This program will concentrate on the at-risk population of our school that is unable to meet the regular attendance criteria. Students will be required to spend no less than 45 minutes at the campus on their designated days.

Program Goals and Objectives:

- Students at Falls Career High School are offered a dropout recovery, dropout prevention program on campus as defined by TEC 29.081 (e-1). Our school is limited to 50 students and the staff consists of 5 certified instructors.

Staff positions and resource personnel (teachers, administrators, and counselors, support staff, etc.) associated with the program. Include the contact hours the position and resource will be obligated to the program:

- The Administrator, teachers and support staff will be available to the students Monday-Friday from 7:45am-4:00pm. The counselor, who meets the criteria for a Texas Certified Counselor, will be available Monday-Friday from 7:45am-4:00pm. The staff includes 5 certified teachers.
- Each student will be assigned a Mentor Teacher who will coordinate with the students and their subject teachers. Each student has an individual education plan which states what classes are needed for graduation. A certified teacher in each of these specified subject area will be assigned to the students.
- A Student Service Coordinator, who meets the District Standards for this position, is available to each of the students to assist with their academic needs and post-secondary applications.

Qualification standards established for each staff and resource position:

- Certified and Highly Qualified staff will instruct and assist the OFSDP students.
- Texas State Certified Secondary Administrator
- A Texas State Certified School Counselor/Behavior Specialist
- Student Service Coordinator who is certified

Local procedures for identifying students, including how the school confirms and documents student eligibility.

- The student is at-risk of dropping out of school as defined by TEC 29.0822. This includes, but is not limited to, girls that are pregnant and not

able to attend school based on a Physicians orders. Students who support their families with work schedules that do not allow them to attend school during the designated hours. Students who live outside the district and therefore do not have access to transportation on a daily basis. Students who for medical reasons, which are documented by their physician, are not able to attend school on a regular basis. A student with extenuating circumstances who presents the situation to our school and the Principal, Student Service Coordinator and Counselor verify the paperwork and as a committee make the final decision. Counselors at Marble Falls High School make the students aware of the program and its opportunities. The student is then given an application and once the application is turned in the students is scheduled and interview by the committee that is made up of the Executive Director of Special Services, a High School Assistant Principal, and the Principal from the AEC. Applications are also available on the Web page and at the AEC.

- If the student is less than 18 years old and has not been emancipated by marriage or court order, then the student's parent or person standing in parental relation to the student must agree in writing to the student's participation. The parents and students must agree to the days and times the student will come to the school and a detailed Graduation Plan and date for completion will be established.

Procedures for obtaining student and parental consent for participation in the Optional Flexible School Day Program:

- The student and parent (if under 18) can request the option of OFSDP due to extenuating circumstances.
- The student's teacher can educate the student on the OFSDP process and encourage them in this direction due to extenuating circumstances
- A student and/or student-parent conference will be held to explain the OFSDP benefits after evaluating the student's attendance and extenuating circumstances.
- After the program is fully explained a contract will be generated and signed.

Process that will be implemented to maintain records of student eligibility, consent, and attendance:

- Individual student folders will be maintained by the Administrative Assistant and accessible at any time for viewing in the principal's office. All information will be maintained on the appropriate TEA forms that are provided on the web site. The folder will include the weekly attendance sheets that are filled out by the teacher of record, a copy of the courses remaining for graduation (which is updated with the passing of each course), and a copy of the Consent Form.
- The Consent form must be signed by the Parents and Student (or student only if 18 or older); A copy of the qualifying circumstances that was used

to assess the student needs; A copy of the student attendance sheet used for their attendance records.

Process that will be implemented and software utilized to track the number of instructional minutes each student receives each day, to generate six-week student detail reports for audit purposes, and to certify attendance records.

- Skyward is the software used to track the number of minutes each student receives each day in attendance on campus. Every six-weeks a detailed student report is printed out and signed by the Administrator for audit purposes.

Procedure the district will establish to ensure all students enrolled in the OFSDP are administered the required assessment instruments in the timeline established by the TEA:

- All students in the OFSDP will be subject to the same curriculum as full time students including six weeks exams, final exams, project portfolios, and EOC testing as specified under TEC 39.023 during the regularly scheduled assessment dates.
- All OFSDP students will be informed in advance of the dates for the EOC tests that are needed for Graduation. The Student Service Coordinator will keep a file on all tests that are needed and when the appropriate testing time will coordinate with their completion of the course work.

The criteria selected to report the progress of students participating in the OFSDP:

- Records of assessments taken by OFSDP students will be maintained in the student folder and will be used to evaluate the effectiveness of the program.



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LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Agreement for the Purchase of Attendance Credits

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 41, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §41.006. The purpose of this agreement is to enable the district to reduce its wealth per weighted student to a level that is not greater than the equalized wealth level as determined by the commissioner of education in accordance with the TEC, §41.002.

The school year to which this agreement applies is 2018-2019 (the "school year").

The agreement is for Marble Falls Independent School District School District ("the district"), with a county-district number of 027-904, to purchase attendance credits from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §41.096. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the cost of each credit using the district's projected maintenance and operations tax revenue and the estimated number of students in weighted average daily attendance for the school year (TEC, §41.093). The district agrees to make the payments in accordance with the schedule specified in the TEC, §41.094.

The actual cost of each credit will be determined by the commissioner in accordance with the TEC, §41.093, when final data on the district's maintenance and operations tax revenue and the number of students in weighted average daily attendance for the school year are available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credits will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §41.097. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Dr. Chris Allen

Typed Name of Superintendent

Date: _____

Signature of Commissioner of Education or Designee

Date: _____



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**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary: Travis County CAD has presented a Tax Resale Deed for property Lot 51, Block C, Paradise Manor, Sec. One, Plan No. 21/10 located in Lago Vista, Texas, Travis County, Marble Falls ISD. The resale price will pay all delinquent taxes due to Marble Falls ISD for a total of \$6439.30.		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation: Approve the Tax Resale Deed for the property as presented.		
Submitted By: Jeff Gasaway, Assistant Superintendent		
Board Approval Required: Yes No		

TAX RESALE DEED

STATE OF TEXAS

§

KNOW ALL MEN BY THESE PRESENTS

COUNTY OF TRAVIS

§

§

That Travis County, Travis County Healthcare District d/b/a Central Health and Travis County Emergency Services District No. 1 and Intervenor Marble Falls Independent School District each acting through the presiding officer of its governing body, hereunto duly authorized by resolution and order of each respective governing body and duly recorded in their official Minutes, hereinafter called grantors, for and in consideration of the sum of \$ 9,856.00 cash in hand paid by

Corpocrite, LLC
1704-B Royal Hill Dr.
Austin, TX 78741

hereinafter called grantee(s), the receipt of which is acknowledged and confessed, hereby grant, sell and convey and by these presents do grant, sell and convey unto said grantee(s) all of the right, title and interest of the grantors, they being all of the taxing units interested in the tax foreclosure judgment against the property herein described, acquired by tax foreclosure sale heretofore held under Cause No. D-1-GV-98-013886 a/k/a X98-13886, in the District Court of said county, said property being located in Travis County, Texas, and described as follows:


Lot 51, Block C, Paradise Manor, Sec. One, Plat No. 21/10 as described in Volume 6710, Page 2166 of the deed records of Travis County, Texas.

TO HAVE AND TO HOLD the said premises, together with all and singular the rights, privileges, and appurtenances thereto in any manner belonging unto the said grantee(s), their heirs and assigns forever, so that neither the grantors, nor any other taxing unit interested in said tax foreclosure judgment, nor any person claiming under it and them, shall at any time hereafter have, claim or demand any right or title to the aforesaid premises or appurtenances, or any part thereof.

Taxes for the present year are to be paid by grantee(s) herein. The liens foreclosed by the judgment are discharged and extinguished by virtue of this conveyance.

This deed is given expressly subject to recorded restrictive covenants running with the land, and valid easements of record as of the date of this sale, if such covenants or easements were recorded prior to January 1 of the year the tax lien(s) arose.

IN TESTIMONY WHEREOF has caused these presents to be executed this
26 day of JUNE, 20 18.

By: 

Sarah Eckhardt
County Judge
Travis County, Texas


STATE OF TEXAS

COUNTY OF TRAVIS

Before me, the undersigned authority, on this day personally appeared Sarah Eckhardt, County Judge, Travis County, Texas, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that executed the same for the purposes and consideration, therein expressed and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE THIS THE 26 DAY OF
JUNE, 20 18.





Notary Public, State of Texas
Commission Expires: **FEB 17 2019**

After recording return to:

Corpocrite, LLC
1704-B Royal Hill Dr.
Austin, TX 78741



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**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

Student Handbook

2018–19 School Year

2w



Marble Falls ISD has an unyielding commitment to Love every child and inspire them to achieve their fullest potential.

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Preface

To Students and Parents:

Welcome to the 2018–19 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Marble Falls ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I: Parental Rights offers information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II: Other Important Information for Students and Parents is organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Marble Falls ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.marblefallsisd.org and is available in hard copy upon request.

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

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

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

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

If you or your child has questions about any of the material in this handbook, please contact a campus counselor or administrator.

Also, please review your selections in regard to the following items that were part of your student online registration process:

1. Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. 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; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 7 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 8 for more information.]

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the Superintendent's office, and an unofficial electronic copy is available at www.marblefallsisd.org.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the administrative office at 830-693-4357.

Section I: Parental Rights

This section of the Marble Falls ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See **Video Cameras** on page 90 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

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

Included in the Student Online Registration process is a section where you will indicate whether you wish to allow or not allow corporal punishment to be administered to your child as a method of student discipline. At any time during the school year should you decide to revoke the prohibition of corporal punishment as a means of discipline for your student you may do so by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent request that this method be used with the student.

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

Limiting Electronic Communications with Students by District Employees

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

Not in current

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

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed

social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in the student online registration process where you will be given the option to allow or not allow the district to release this information in regard to your student. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" in the MFISD online enrollment process]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name, address, telephone listing, photograph, grade level, participation in officially recognized activities and sports, degrees, honors and awards received at school, and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, address, telephone listing, and grade level. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records** on page 12.

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

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

Participation in Third-Party Surveys

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

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sex behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

[For further information, see policy EF(LEGAL).]

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.

Note: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

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

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

Human Sexuality Instruction

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

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

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

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

Scott & White's Worth the Wait curricula are one of the most up-to-date, teacher, parent and student friendly sex education curricula available today. Designed and written by a team of certified teachers, healthcare professional, and attorneys, a variety of topics are covered to help student realize the social, psychological, and physical health gains they will achieve by abstaining from sexual activity. It also provides students with the skills that will lead them to self-sufficiency and a strong resolve to remain abstinent.

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

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

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

[See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas

flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

[See **Pledges of Allegiance and a Minute of Silence** on page 73 and policy EC(LEGAL).]

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester.

Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

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

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 7, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

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

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

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

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

official's professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 1800 Colt Circle, Marble Falls, TX 78654.

The addresses and phone numbers of the campus principals' offices are:

- Marble Falls High School- 2101 Mustang Drive, Marble Falls, TX 78654 830-693-4375

- Falls Career High School-1800 Colt Circle, Marble Falls, TX 78654 830-693-4357
- Marble Falls Middle School- 1511 Pony Circle, Marble Falls, TX 78654 830-693-4439
- Colt Elementary School- 2200 Manzano Mile, Marble Falls, TX 78654 830-693-3474
- Marble Falls Elementary School- 901 Avenue U, Marble Falls, TX 78654 830-693-2385
- Highland Lakes Elementary School- 8200 Hwy 1431 W, Marble Falls, TX 78654 830-798-3650
- Spicewood Elementary School- 1005 Spur 191, Spicewood, TX 78669 830-798-3675

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 75, and **Complaints and Concerns** on page 36 for an overview of the process.]

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

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

Teacher and Staff Professional Qualifications

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

Students with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

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

[See **Bullying** on page 27, and policies FDB and FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]

- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal 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 ten district business days.

Students in the Conservatorship of the State (Foster Care)

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

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

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **Students in Foster Care** on page 84 for more information.]

Students Who Are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **Homeless Students** on page 64 for more information.]

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine

Whole section reworked and edited

whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Shana Fancher at 830-693-4357.

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.

- [Legal Framework for the Child-Centered Special Education Process](#) [Partners Resource Network](#).

Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Shana Fancher at 830-693-4357. [See also **Students with Physical or Mental Impairments Protected under Section 504** on page 21.]

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

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

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

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

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

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

Students Who Speak a Primary Language Other than English

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

Students with Physical or Mental Impairments Protected Under Section 504

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

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

Section II: Other Important Information for Students and Parents

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

Absences/Attendance

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 16 for that section.]

Secondary Grade Levels

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

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Cord Woerner at 830-693-4357. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policies FEA(LEGAL) and FED(LEGAL).]

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

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

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

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second instructional hour as required by state rule.

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

Documentation after an Absence (All Grade Levels)

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

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

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

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

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district’s website at www.marblefallsisd.org. Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the school counselor for information about this opportunity.

Awards and Honors (All Grade Levels)

Awards and honors vary for each campus in Marble Falls ISD. Student excellence in many different endeavors is awarded and honored. For specific information, contact the campus office.

Bullying (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by going to our website at www.marblefallsisd.org and clicking the important documents tab. Under the Policies and Procedures you will find the MFISD Tip Line link and the Stay Alert link.

New
addition

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 16.]

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

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

[See **Safety Transfers/Assignments** on page 16, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40, **Hazing** on page 59, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Arts and Humanities, Business and Industry, Public Services, STEM (Science, Technology, Engineering, and Math), and Multidisciplinary Studies. Please see the counselor for additional information concerning admission into these programs and requirements for graduation.

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

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

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

[See **Nondiscrimination Statement** on page 71 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to have the teacher approve any food being brought into the classroom for any purpose. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. It is strongly encouraged that birthday treat items and items brought for school-designated functions be store-bought with ingredient labels brought to the campus for allergen review. If bringing "Home Made" items to school, please provide a list of ingredients to the teacher/campus for allergen review. When school-designated functions or birthdays are being celebrated, please refrain from bringing decorations, party favors or gifts.

[See **Food Allergies** on page 62.]

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

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

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

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 40.]

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part One](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part Two](#)

Reports of abuse or neglect may be made to:

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

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

The Marble Falls ISD weighted rank point chart is detailed in the Marble Falls High School Course Description Guide. The chart is used to calculate a student's weighted cumulative rank average and is not reflected in the actual numerical grade recorded for each course on the academic achievement record (transcript) or the report card. Actual numerical semester grades are reported on transcripts and reports cards, but are converted to the weighted rank points according to the chart (course description guide) for purposes of denoting ranking. Students will receive higher "weighted" rank points for the more rigorous level courses. For example: A student who takes English I Pre AP with a semester grade of 85 would earn rank points of 5.5 for that course.

The average used to calculate class rank is the sum of the total weighted rank points divided by the total number of **ranked** semester courses taken in high school. Under this rank point system, a student who takes English I (regular) with a semester actual grade of 85 would earn a rank point of 4.5 as compared to an English I Pre AP rank point of 5.5. This is to reflect the level of challenge in a given course.

Grades earned through correspondence courses, credit by exam for acceleration, credit by exam for credit restoration, summer school, middle school/junior high credits not taken on the high school campus, or other coursework not offered through the internal validation/moderation of the high school campus will not be used in the calculation of class rank. Weighted grade points will only be assigned upon full completion of each semester of applicable courses. If a student does not complete the course, the appropriate correlating course regular grade weight will be used. (Example: A student who drops English III AP and shifts to the English III regular course will receive the regular course weight for English III.) In addition, Level V advanced grade weight will be assigned only upon full completion of those specified courses. (Note: Grades below 70 in Pre-AP, Dual Credit (class of 2018) or AP classes do not have the weighted points added to their grade.

[For further information, see policy EIC.]

Weighted Course Listings

Courses Receiving Level IV Weighted Ranking – Courses designated as AP

Courses Receiving Level III Weighted Ranking – Courses designated as Pre-AP, DAP, and Humanities. Dual Credit (beginning with Freshman class of 2015)

Courses Receiving Level II Weighted Ranking – All regular English, Math, Science, Social Studies and Foreign Language courses not designated as pre-AP, AP, or dual credit with the exception of Psychology and Sociology

Courses Receiving Level I Weighted Ranking – all English, Math, Science and Social Studies courses [For further information, see policy EIC.]

CLASS RANK

The purpose of class ranking is to accurately portray a student's academic standing in a class. The primary intent is to provide information to post graduate institutions during admission and scholarship reviews as to the level of study attempted and mastered in common courses of study in a given graduating class. For this reason, it is important that the high school ranking procedure provide a fair comparison among students across a common standard of performance.

Class rank is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is identified as "first in class" (Number 1), the second highest rank average as "second in class" (Number 2), and so on. For example: A graduating class of 250 will have the student with the highest rank average identified as "Number 1" (1 of 250). This would be the valedictorian. The lowest rank average would be "Number 250" (250 of 250). Quartile rankings are drawn from this. For example: Students ranked Number 1-125 would be in the "top 50%" or "top half" of the class.

At the beginning of the senior year, each student will receive a report showing his/her exact rank in the class. This rank will reflect course work completed in the 1st six semesters of high school (grades 9-11). Rankings will be updated at the end of the first semester of the senior year. Three year and December graduates ("Early Graduates") will be dual ranked at this time (see "Dual Ranking" description). **Final rankings** (for college admissions and will be determined at the end of the 3rd quarter grade-reporting period and will be available after the Senior Scholarship Awards Ceremony held on campus in May. At this time, the Valedictorian and Salutatorian and Honor Graduates will be announced.

Top Ten Percent – Automatic Admission

For two school years following their graduation, District graduates who ranked in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas (except UT Austin which sets their automatic admission standard differently from year to year). Students and parents should contact the counselor for further information about how to apply and the deadline for application. Early graduates are not included in the top ten percent list. [For further information, see policies at EIC.]

Valedictorian & Salutatorian

Only students enrolled in and completing high school in exactly four years and enrolled at Marble Falls High School during the complete junior/senior year (enrollment within the first six weeks of the junior year) will be eligible to be the valedictorian or salutatorian. Early graduates are not eligible.

Dual Ranking

Early graduates will be dual ranked with the four-year graduates for purposes of issuing a class rank for college admission/scholarship considerations only. This will assist in maintaining a common standard of comparison across grade levels while providing an option for those students seeking to enter post-graduate study with recognition on an accelerated schedule. A dual rank listing will be created by placing early graduates at the level their rank would otherwise indicate.

They will not be included in the listing of “top 10 percent” forwarded to the college coordinating board for automatic admission purposes.

For example:

<u>Class Rank</u>	<u>4 Year Graduates</u>	<u>Early Graduates</u>
1	7.53 (Valedictorian)	7.53
2	7.0 (Salutatorian)	7.00
3	6.971	6.88
4	6.72	6.70

In this example, the 4 year graduates listed are the numbers 1-4 in the class. Their names will be included in the top 10 percent number (25 of 250 students, for example) for automatic admission. The 4 year graduate with the 7.53 will be identified as the valedictorian.

Honor Graduates

A Marble Falls High School Honor Graduate is defined as a student who meets both of the following criteria:

- completes high school in exactly four years
- is ranked in the top 10% of the graduating class

Early graduates are not considered for Honor Graduate status but will be recognized at the Senior Scholarship Awards Night and Graduation if their GPA falls within the top 10% in the class.

Marble Falls ISD is fortunate to have a continuum of services available to the interests, needs, and post-graduate pursuits of all students. Students or parents with questions regarding the class ranking procedure, its purposes, implementation, and/or impact on individual students should contact their school counselor for details.

[For further information, see policy EIC.]

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

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 78 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

[See **Class Rank/Highest-Ranking Student** on page 31 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 54 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 17 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

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

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

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

Communications—Automated

Emergency

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

[See **Safety** on page 76 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact

information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 76 for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be obtained in the principal's or superintendent's office or at www.marblefallsisd.org. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Marble Falls High School – Damon Adams, principal or administrator designee
- Falls Career High School – Yarda Leflet, principal or administrator designee
- Marble Falls Middle School – Roger Barr, principal or administrator designee
- Colt Elementary School – Erika O'Connor, principal or administrator designee
- Highland Lakes Elementary School – Bethany Birdwell, principal or administrator designee
- Marble Falls Elementary School – Michael Haley, principal or administrator designee
- Spicewood Elementary School – Susan Cox, principal

Disruptions of School Operations

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

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

Social Events

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

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

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

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

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

[See **Substance Abuse Prevention and Intervention** on page 85, **Suicide Awareness and Mental Health Support** on page 85, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 30.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit 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. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a

nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees, and state law requires the use of certain examinations, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2018–19 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

[For further information, see policy EHDC.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.

Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

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

Students in Grades 6–12

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

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

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

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

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to

harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

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

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.

Investigation of Report

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct.

The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

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.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 51.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

School Materials

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

The school yearbook is available to students.

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

Nonschool Materials

From Students

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

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

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes 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 FNG(LOCAL) for student complaint procedures.]

From Others

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

The campus principal will designate the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

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

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

Secondary Grade Levels

- Students will be expected to be in compliance with the dress code while standing or sitting.
- Shirts must be size appropriate with the midriff fully covered at all times (even when arms raised). Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, gender identity, sexual orientation, or disability; Slogans, and graphics on clothing must be appropriate for school (ex. No profanity, alcohol, drug, tobacco, sex, inappropriate language, inappropriate pictures, gestures and/or depictions of violent images.) Sleeveless shirts are permissible for females - with at least a 3-inch width across the shoulders; tank tops, spaghetti straps or backless tops are not allowed. Shirts may not be revealing, low-cut, see-thru (lace inserts), or excessively tight. Shirts must lie flat with no exposed cleavage and must be worn no more than 3 inches below the collar bone.
- Shorts may be worn if the length is to the fingertips of the middle fingers with the arms extended down to the sides, they are hemmed, and are not "form fitting". (i.e., spandex and biker shorts are some but not all of the form fitting style shorts) ~~"Wind" shorts will not be allowed.~~
- Skirts/Dresses may be worn if the length is to the fingertips of the middle fingers with the arms extended down to the sides, (including slits). Dresses may be sleeveless (see shirt guidelines above). (Female only).
- Pants should be worn at appropriate body size. (no sagging or clothing stretched skin tight). Skin and/or undergarments must not be exposed. Leggings/Yoga Pants may be worn only if shirts worn are at fingertip length of the middle fingers with arms extended down to the sides. Shoes should be visible (bell bottoms may not cover the shoes.) Rips or holes in pants must be below finger-tip length. Appropriateness/Inappropriateness of torn clothing (frays) will be determined by the school administration
- Sweatshirts/Sweaters/Hoodies are appropriate (see shirt guidelines). Hood must be removed in the building; Cardigan (open) sweater/vests may be worn over the approved dress code clothing.
- Coats should be worn as is seasonally appropriate.

- Undergarments must be worn but not visible.
- Shoes or sandals must be worn and should reflect typical work attire. (i.e. beach/water shoes, house/bedroom slippers, cleats, rollers, metal taps or steel toes are not typical work attire shoes).
- Caps/hats may be worn to school, but must be removed while in the building, except in gyms, athletic areas or shop areas. Students are not allowed to wear bandanas, doo-rags or wave caps.
- All clothing should be neat and clean.
- Jewelry is appropriate, if discreet and non-distracting. Any type that may be deemed as a hazard for the wearer or others would not be appropriate for school (this includes but is not limited to the following: wallet chain, heavy chains or necklaces, rings with jagged or sharp ornamentation, anything with spikes, etc.) Gauges are not permitted to be worn in any student's ears at any time.
- Piercings are acceptable for female students in ears only with a maximum of 2 per ear. Males with ear piercings will remove these for the duration of the day (none to be worn on campus). Body piercings (ex. nose, lip, belly button, tongue) must be removed on campus. Band-Aids, spacers and/or any other coverings may not be used to fill in or cover the piercings. Gauges are not permitted to be worn in any student's ears at any time.
- Tattoos must be covered at all times.
- Hair shall be clean, well groomed, and shall not cover the eyes. Distracting haircuts (i.e. Mohawks, etc.) or hair colors will not be allowed. Hair must be of natural color (i.e. green, blue, pink etc. are not acceptable) which also includes feathers, braids and inserts.
- Contacts must be of natural eye color.
- Make-up, finger nail polish, and other cosmetics are limited to females & must be applied appropriately. Masks, excessive markings on face or face paints are not allowed.
- Mustaches, goatees and beards are not acceptable. Side burns should be kept trimmed and should not extend below the earlobe. Students are expected to be clean shaven upon arrival on campus. Eyebrow markings are not allowed.
- Sunglasses and/or colored glasses must be removed while in the building during the instructional day and may only be in a student's possession and worn if prescribed by a physician.
- Student IDs must be worn at all times.

Elementary Grade Levels

The homeroom/classroom teacher is responsible for determining if the apparel worn to school adheres to the dress code requirements. Any school personnel may determine that clothing has been altered during the course of the school day after consulting with the homeroom teacher. If this occurs, the student is subject to disciplinary action. Specifically, the following rules governing dress and grooming shall be observed:

- Clothing and decorations (buttons, etc.) with obscene, offensive or vulgar messages and/or advertisements for prohibited materials such as tobacco products, alcoholic beverages, drugs or any other substance prohibited under FNCF (LEGAL) shall not be permitted.
- Clothes are to be worn only as originally designed by the manufacturer.
- The midriff must be covered.
- Shoes must be worn at all times, laced if needed, and with the foot fully inserted into the shoe. No flip-flop sandals allowed. Shoes with metal taps or rollers are not allowed. Tennis shoes must be worn in PE in order to participate safely.
- Cleanliness shall be expected at all times.
- Hair shall be kept clean and well groomed.
- Students may wear shorts that are mid-thigh or longer in length.
- Hats, caps, bandanas or sweatbands may not be worn.
- Clothes should be worn at the appropriate body size – no very loose or “baggy” clothes or tight-fitting clothes.
- Shirts and blouses shall be buttoned except at the collar.
- Pants or shorts shall be worn on the waist without underwear exposed.
- Unusual hair styles, such as “rat tails,” mohawks, unnatural hair coloring (pink, green, etc.), and extremes in makeup will not be allowed.
- Tattoos are NOT permitted (permanent or temporary).
- Female Specific: 1) Sleeveless shirts are permissible with at least a 2-inch width across the shoulders; tank tops, spaghetti straps, or backless shirts are not permitted.
- Piercings for females are acceptable in ears only with a maximum of 2 per earlobe.
- Leggings may be worn if the length of the shirt is mid-thigh or longer, including slits.
- Male Specific: 1) Muscle shirts are not be permitted
- Males with ear piercings will remove jewelry for the duration of the school day (none to be worn on campus).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Determination as to what is neat, clean, decent, modest, appropriate, and in good taste shall always be open to question. The principal or designee shall make such determination in an objective, impartial, and consistent manner. The principal or designee's judgment in these matters shall be final.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

The use of telecommunication and electronic devices at school is a privilege. Repeated disruptions caused by use of a telecommunication or electronic device will be treated as insubordination and consequences assigned accordingly.

A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

Secondary Students will have the opportunity to check out district issued technology (Chromebook laptop) for educational purposes in their academic coursework so cellular devices will not be necessary to complete their classwork. If a student chooses to bring their own technology device, it must meet the performance specifications of the district issued device and be similar in style (i.e. no tablet devices).

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on **Error! Bookmark not defined.** and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 80 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. If your child will use his/her own device, it must meet the following criteria in order to access the district's Guest wireless network and will be subject to all student policies. The device must:

- Be Wi-Fi ready
- Support Dual-Band N or AC
- Have at least 4 gigabytes of memory
- Have a battery life of 6 to 8 hours

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 54 and **Standardized Testing** on page 82.]

English Language Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 82, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I

end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 87.]

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups will abide by and follow the rules of their individual constitution. Please make sure to read and be aware of the rules that govern any activity your student is involved in.

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student 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, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 87.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6.0 to 12.5	Grade 10 (Sophomore)
13.0 to 19.5	Grade 11 (Junior)
20.0 & 4 th yr. in hs	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

[See **Report Cards/Progress Reports and Conferences** on page 75 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

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

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

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

Testing Requirements for Graduation

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

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

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

[See **Standardized Testing** on page 82 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 57.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, incl. Economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Speech	0.5	0.5
College & Career Choices	0.5	0.5
Electives	8	8
Total	26 credits	28 credits

Additional considerations apply in some course areas, including:

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

able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

- Science, technology, engineering, and mathematics
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

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

Please also review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Graduation Rehearsal
- Graduation Ceremony
- Project Graduation (Organized and Sponsored by Senior Class Parents)

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

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. Besides the Valedictorian and Salutatorian addresses that will be given at the

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 84.]

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** on page 52.]

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 and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Hazing (All Grade Levels)

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

Examples include:

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

NEW
Addition

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

[See **Bullying** on page 27 and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting,

discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis

vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 65 for more information.]

Food Allergies (All Grade Levels)

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

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

[See policy FFAF and **Celebrations** on page 29.]

Head Lice (All Grade Levels)

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

Notice will also be provided to parents of elementary school students in the affected classroom.

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

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

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

Information regarding the district's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in district facilities and student access to the machines is available from the principal.

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

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

Marble Falls ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact your campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Michael Phillips, the district's designated asbestos coordinator, at 830-693-2046.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the 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 further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Michael Phillips, the district's designated IPM coordinator, at 830-693-2046.

Homeless Students (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Dr. Wesley Cunningham, Assistant Superintendent of Curriculum and Instruction at 830-693-4357.

[See **Students Who Are Homeless** on page 18.]

Homework (All Grade Levels)

Nothing in our current handbook

Illness

[See **Student Illness** under **Health-Related Matters** on page 60.]

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. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcus. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

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

Law Enforcement Agencies (All Grade Levels)

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

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

- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

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

New
Addition

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received

deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

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

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

is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All students are to remain on campus during lunch. Violators will be considered truant.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 25.]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. 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 (Secondary Grade Levels)

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

In-School Suspension (ISS) Makeup Work (All Grade Levels)

A student removed from the regular classroom to in-school suspension 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).]

Medicine at School (All Grade Levels)

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

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

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:

Shana Fancher, Executive Director of Special Services
1800 Colt Circle
Marble Falls, TX 78654
(830) 693-4357
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Shana Fancher, Executive Director of Special Services
1800 Colt Circle
Marble Falls, TX 78654
(830) 693-4357
- All other concerns regarding discrimination: See the superintendent, Dr. Chris Allen at 830-693-4357.

[See policies FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** on page 37.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 75.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 92.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 63.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations/Health Screenings

Athletics Participation (Secondary Grade Levels Only)

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

Spinal Screening Program

New
Addition

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

Other 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.

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** on page 10.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a

public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High Grade Levels

In grades Kindergarten-2, promotion should be considered a developmental continuum of curriculum and student learning. Promotion to the next grade level shall be based on an overall satisfactory average on course-level, grade-level standards (essential knowledge and skills) for reading, language arts, and mathematics.

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

[See **Standardized Testing** on page 82.]

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

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 57.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 53.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 54 and **Standardized Testing** on page 82 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 67.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Elementary Campuses

Written Report Cards with each student's grades or performance and absences in each class or subject are issued every 9 weeks. In addition students will receive a written progress report at the half way mark of each grading period. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject.

Secondary Campuses

Written Report Cards with student's grades or performance and absences in each class or subject are issued every 9 weeks. At the end of the 3rd and 6th week of the grading period parents will be alerted to view their student's progress reports through the Skyward Family and

Student Access portal. In addition students and parents can monitor grades daily through the Skyward Family and Student Access portal. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal and superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 54.]

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

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Safety (All Grade Levels)

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

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

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

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

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

- News media by 6:00 a.m. on the morning of the cancellation/delay.
- Local radio stations include KHLB (106.9) and KBAY (92.5).
- Blackboard messaging system
- Information posted on the school district's website.
- MFISD Twitter Account @MarbleFallsISD
- MFISD Facebook Page

[See **Communications-Automated, Emergency** on page 35 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 82.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections. In order to schedule efficiently and effectively, student schedules will not be changed to select different teachers, lunch periods, or any different elective or alternate elective. All requests to schedule changes must be made by June 10th.

Schedule corrections will be considered during the first five class meeting days for the following reasons only: the student is a senior and does not have a course required for graduation, the student does not have the prerequisites for a course, course credit was previously received (i.e. – through summer school, correspondence courses, examination for acceleration, etc.), a data entry error was made by the school (i.e.- two first period classes or a schedule that does not contain the full number of classes), student has been dismissed from a program where approval must be granted for placement, or student has previously failed this course with the same teacher.

Schedule change requests for reasons other than those listed will be considered only if a student is making a change to a program. A request to drop a Pre-AP or AP course will only be considered during the fifth week of school and at semester.

School Facilities

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

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

The following areas are open to students before school, beginning at 7:15am:

Elementary Campuses

- Colt Elementary School: cafeteria, gym
- Spicewood Elementary School: cafeteria/gym
- Marble Falls Elementary School: cafeteria, gym
- Highland Lakes Elementary School: cafeteria, gym

Secondary Campuses

- Cafeteria
- Library

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the

student's eligibility for free and reduced-price meals or free milk. Contact the Child Nutrition office at 830-693-4357 or visit our website at www.marblefallsisd.org to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

Library (All Grade Levels)

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

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.

Searches

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 48 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Students are not allowed in the parking lot without permission during the school day.

Students who drive to and from school and who park on District property shall be subject to the same drug testing requirements as ECPs.

In addition to any other sanctions that may be imposed based on a student driver's participation in an ECA, a student who has a positive test result shall be subject to the following restrictions related to parking on school property:

1. For the first positive test, ten school-day suspension from parking;
2. For the second positive test, 30 school-day suspension from parking;
3. For the third positive test, one school year suspension from parking; and
4. For the fourth positive test, parking privileges removed for the remainder of enrollment in the District.

Parking privileges shall be reinstated at the end of a suspension period based on a negative test result. [See FNF (LOCAL) for information on Drug Testing Policy]

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas,

or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 84.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the district's curriculum department at 830-693-4357.

Standardized Testing

Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student’s individualized education plan (IEP). [See **Promotion and Retention** on page 73 for additional information.]

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

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

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

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

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

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not

meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

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

[See **Graduation** on page 54 for additional information.]

Steroids (Secondary Grade Levels Only)

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

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

Students in Foster Care (All Grade Levels)

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

Please contact Dr. Wesley Cunningham, who has been designated as the district's foster care liaison, at 830-693-4357 with any questions.

[See **Students in the Conservatorship of the State** on page 17 for more information.]

Student Speakers (All Grade Levels)

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

- Graduation Ceremony
- Senior Scholarship Awards Night
- Legacy Banquet
- Pep Rallies
- School Announcements
- Others as they occur during the school year

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

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 54 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

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

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School (All Grade Levels)

HIGH SCHOOL

Marble Falls High School offers a fee-based summer school program for students going into grades 9-12 who desire to take courses for acceleration. Please consult the school counselors for additional information.

Marble Falls High School offers a free summer school program for students going into grades 10-12 who need credit recovery. Please consult the school counselors for additional information.

MIDDLE SCHOOL

Marble Falls ISD offers a free summer school program for students who took the 8th grade STAAR exams in Math and Reading/ELA and are in need of some remediation. The courses are remedial in nature. Please consult the school counselors for additional information.

ELEMENTARY SCHOOL

Marble Falls ISD offers a free summer school program for students who took the 5th grade STAAR exams in Math and Reading/ELA and are in need of some remediation. The courses are remedial in nature. Please consult the school counselors for additional information.

Marble Falls ISD offers a free summer program for elementary students placed by an ARD Committee to receive Extended School Year Services.

Tardies (All Grade Levels)

Elementary Grade Levels

Students arriving after the 7:45 am bell must go to the front office for a tardy slip. Students arriving late will not be admitted to class without this slip. Any student who arrives after the designated time for class to begin is required to bring a written note to the office and pick up a tardy slip.

1st and 2nd Tardy will result in a warning.

3rd Tardy and Beyond will follow campus specific protocol. For more information regarding campus tardy protocols please contact the principal's office.

~~3rd and 4th Tardies – Parent contacted by teacher~~

~~5th and 6th Tardies – Parent contacted by administrator~~

~~7th Tardy – Administrator conference with parent and student~~

~~8 or more Tardies – Parent must accompany student to the office~~

* Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. For the purpose of filing a failure to attend complaint, three tardies will constitute one absence.

Secondary Grade Levels

Reporting late to class is considered an interruption of the instructional time and should be avoided. A tardy occurs when a student has not crossed the doorway threshold upon completion of the tardy bell ringing. A student who is tardy to class will be subject to disciplinary action. Repeated tardiness will result in more severe disciplinary action in accordance with the Student Code of Conduct.

Note to Middle School Parents & Students: All first period tardies are documented in the front office. All tardies after first period are handled through the Assistant Principal's office. If Lunch Detention is assigned due to tardies, the student has two days to serve the assigned detention. Students who fail to serve Lunch Detention will then be assigned an After School Detention from 3:45pm to 5:45pm (2 hours). Students who fail to serve their assigned After School Detention will then be assigned a day of ISS.

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

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

Transfers (All Grade Levels)

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

[See **Safety Transfers/Assignments** on page 16, **Bullying** on page 27, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 18, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

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

Elementary Field Trips

Field trips are an extension of the classroom instruction. Students participating in a field trip must ride the MFISD-provided buses to and from the scheduled field trip unless they receive prior approval from the campus principal in accordance with MFISD policy. Children who are not students may not be included in field trips. Under extenuating circumstances, a parent may need to take his/her student directly from the field trip. A parent requesting alternate transportation for their child from a field trip must provide the request in writing to the principal at least 24 hours prior to the field trip for approval. The request must state the reason the parent wishes to leave with the student directly from the field trip. There is a Field Trip Return Request Form available in your child's front office.

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact George Hamilton, Director of Transportation at 830-798-2300.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district

vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

TO: Parents/Guardians/Students

We would like to take this opportunity to welcome your students aboard the Marble Falls I.S.D. school bus. We transport approximately 2000 students each day with 48 bus routes, and cover approximately 3,000 miles each day. We mention this only to impress upon you the importance of maintaining order, and having your cooperation in following the rules as listed below. Compliance with these rules and others that are in the Marble Falls I.S.D Code of Conduct is a **"must"** in order to **safely** transport your child.

The school bus is an extension of the classroom and the same conduct is expected.

When you, the parent, turn your child over to us, we want you to know that he or she is transported in a well-disciplined safe environment. The bus ride to and from school is a service. Violation of the following rules will result in disciplinary action up to and including a written referral to the campus principal. Anyone violating the bus rules, thereby endangering the safety of others may lose their bus riding privilege.

1. Students are required to be at their assigned bus stop five minutes prior to the scheduled arrival of the school bus. Parents are responsible for their children's action while waiting for the school bus.
2. Students are required to stand back 10 feet from where the bus stops and wait for the bus to come to a complete stop. Children crossing the highway are required to wait for the bus and all traffic to come to a stop and the driver to motion that it is safe to cross

the roadway. Student should cross fifteen (15) feet in front of the bus so the driver can see the student at all times.

3. The bus driver has the right to and is required by MFISD to assign seats. Students will remain in their assigned seat until the bus arrives at their campus or home and comes to a complete stop. Boys and Girls will be separated in most instances.
4. Except for a plastic bottle of water, eating, drinking and chewing gum will not be allowed while on a regular bus route.
5. Animals, including school projects will not be allowed on the school bus at any time. Only band instruments that can be held in the lap or between the student's legs will be allowed on the bus.
6. All personal items (makeup, cologne, perfume, hair spray) will remain in back packs. Cell phones and other electronics are allowed as long as they are not causing a disturbance or safety issue on the bus.
7. The use of e-cigarettes, tobacco, drugs, weapons and alcohol are prohibited on the school bus by state law and school board policy. Violation of any of these laws will result in immediate bus suspension.
8. Always keep head, hands and feet to yourself and inside the school bus at all times.
9. Profane language will not be allowed while riding the school bus. (OVER)
- 10. Vandalism to any part of the school bus can result in immediate suspension of bus privileges and will require restitution before the student will be allowed back on the school bus.**
11. Throwing, pitching or shooting articles on the bus or out the windows is prohibited.
12. Acts of affection such as hugging and kissing will not be allowed on the school bus.
13. Tampering with any emergency device on the bus will not be tolerated.
14. Students denied bus riding privileges are not allowed on any District bus during the suspension period.
15. Parents/Legal Guardian/other adults are not permitted to board the school bus and discuss problems with students and /or bus drivers. Please call the Transportation Department at (830)798-2300 to set up an appointment to speak to the bus driver and his/her supervisor. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. The only exception to board the bus is Emergency Personnel if the need arises!
16. Marble Falls I.S.D. Transportation Department will not allow students to be picked up or dropped off at any location other than their Campus or residence unless approved by the Transportation Department in advance.
17. The driver and monitor are the authority figures on the bus. Lack of cooperation and/or disrespect will result in disciplinary action.
- 18. These rules and others that are in the Marble Falls I.S.D. Code of Conduct must be followed while riding the bus.**

BUS DISCIPLINE CONSEQUENCES

STEPS:

- Initial problem will result in the driver contacting parent for assistance and possibly making a seating change.
- Continued violation will result in a referral being sent to the Campus Principal.
- **(Parent/Guardian will be contacted and made aware that this action is being taken)**
- Referrals will lead to a bus suspension.
- Fighting, profanity, drug, alcohol, weapons, obscene gestures, disrespect toward the driver, insubordination will result in an automatic suspension.

Students will not be allowed on any District bus until he/she completes suspension.

Thank you and your students for your cooperation and assistance in making this a successful and safe school year.

George Hamilton

Transportation Director

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

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

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

High School and Middle School students are not permitted on the elementary campus during the normal school day and are not allowed to attend Elementary Field Trips or Parties.

High School and Middle School students will be allowed to attend student awards assemblies **ONLY** if accompanied by their parent. A parent notifying the front office prior to the event will help to expedite the check in procedure when arriving for the assembly.

Should there be questions concerning exceptions to this policy, please see the campus principal.

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 or eject a person from district property if the person refuses to leave peaceably on request and:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Career Day and College Fair Day the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the district's Human Resource Department at 830-693-4357 for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

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

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

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

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 his or her parents are members of the committee.

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are 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 passed in December 2015.

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 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. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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 he or she begins 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.

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 assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

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

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

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

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

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

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

TAC stands for the Texas Administrative Code.

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

TSI 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.

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

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

Appendix: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.marblefallsisd.org. Below is the text of the Marble Falls ISD policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on November 13, 2017.

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format

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

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. Marble Falls ISD- FFI(L)-X-027904- UPDATE 109- DATE ISSUED: 11/13/2017

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Marble Falls
INDEPENDENT SCHOOL DISTRICT
2018-2019
STUDENT CODE OF CONDUCT



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Marble Falls ISD Student Code of Conduct

2017–18 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district administration office at 1800 Colt Circle, Marble Falls, TX 78654 or at 830-693-4357.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district administration office at 1800 Colt Circle, Marble Falls, TX 78654 or at 830-693-4357.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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 Student Code of Conduct has been adopted by the Marble Falls ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website at www.marblefallsisd.org. 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.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code 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

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the Student Handbook or on the district's website at www.marblefallsisd.org.

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

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

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

The principal or campus behavior coordinator 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.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

“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.

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 as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting 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 in violation of the district's Code resulting 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, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate.

See **DAEP—Restrictions During Placement** on page 20, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take 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 Student Code of Conduct.

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 Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain 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 as detailed in that section.

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- 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 conduct that constitutes 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.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- 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. (For felony criminal mischief, see DAEP Placement or Expulsion.)
- 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 Texas Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP Placement and Expulsion.)

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;
- Ammunition;
- A location-restricted knife;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm;
- A stun gun;
- A pocketknife or any other small knife; regardless of blade length
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than 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.

Note: For weapons and firearms, see DAEP Placement and Expulsion. In most circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

The use of telecommunication and electronic devices at school is a privilege. Students are not permitted to use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day that is disruptive or distracting to the educational process.

Repeated disruptions caused by use of a telecommunication or electronic device will be treated as insubordination and consequences assigned accordingly.

Alcohol, Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see 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.”)
- 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 of the physical or mental faculties. (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 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.

Safety Transgressions

Students shall not:

- 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.
- Cheat or copy the work of another.
- 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. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as 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 discipline practices. Discipline shall be correlated to 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.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an 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 Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the district.
- 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.

Removal from Bus

- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- 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 individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- 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.

Notification

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

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

Appeals

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

Removal from Bus

or through *Policy On Line* at the following address: (www.marblefallsisd.org). Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention 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 campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

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 campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

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

- Another appropriate classroom.
- In-school suspension.
- 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.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

Removal from the Regular Educational Setting

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student in grade 2 or below 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 Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; 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 in grade 2 or below 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 suspended 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 campus behavior coordinator or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days. All out-of-school suspension days will be recorded as unexcused absences for the student.

In deciding whether to order out-of-school suspension, the campus behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Out-of-School Suspension

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

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 5 and secondary classification shall be grades 6–12.

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 campus behavior coordinator 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, or
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

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.

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or 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, 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.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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 has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Texas Penal Code, 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.

The campus behavior coordinator **may**, but is not required to, 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 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:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
 - 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, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and 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 against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - 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) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if 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, the offending student shall be transferred to another campus in the district. 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.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

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

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

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

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order 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 the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

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

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus behavior coordinator.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to 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.

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 commit offenses requiring placement in a DAEP 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 campus behavior coordinator 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.

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 FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through *Policy On Line* at the following address: www.marblefallsisd.org.

Appeals regarding the decision to place a student in a DAEP shall begin with the Principal of the student's school for Level I, the Superintendent or designee for Level II, the School Board for Level III in accordance with policy FNG (LOCAL).

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

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

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 Executive Director of Support Services, the Principal of EPIC, the Principal or designee of the student's school and the student's counselor 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. When a student has been removed by a teacher for any conduct other than a mandatory expulsion offense, the student may be returned to the teacher's class if the placement review committee determines that the teacher's class is the best or only alternative available. 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 campus behavior coordinator 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.

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 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 campus behavior coordinator 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 campus behavior coordinator 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. The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district may place the student in the district's DAEP or a regular classroom setting.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement 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 the extended placement is in the best interest of the student.

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.

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 administration 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 placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be 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 Student

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.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or campus behavior

coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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
- Have 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.

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.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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 DAEP Placement)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- 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 marijuana, a controlled substance, or a dangerous drug, if the conduct is not 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.”)

- 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, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- 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, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Carrying on or about the student’s person a handgun, a location-restricted knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

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 DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, 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 Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;

- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, 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 school property or while attending a school-sponsored or school-related activity on or off school property:

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 Texas Penal Code

- Carrying on or about the student's person the following, as defined by the Texas Penal Code:
 - 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.)
 - A club, as defined in state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas 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.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.

- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten 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.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator 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 campus behavior coordinator or other administrator may place the student in:

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

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 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 hear statements made by the parties at the review and shall 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 campus behavior coordinator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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.

Not later than the second business day after the hearing, the superintendent or his 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 Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to 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 has violated the district's Code in a way that 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 campus behavior coordinator 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 campus behavior coordinator 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.

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. Within ten 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 ten years of age.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas 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.

Armor-piercing ammunition is defined by Texas 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 Texas Penal Code 28.02 as:

1. A crime that involves 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:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. 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. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as 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 Texas 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 in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

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 Texas 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 Texas Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

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

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 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 or other substances to the individual inhaling from the device. 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 Texas 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 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 weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are 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 Texas Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
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 another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is defined in Section 37.001(b)(3) of the Education Code 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 Texas 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 Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her 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 Texas Civil Practices and Remedies Code 98B.001 and Texas 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 Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles as defined by Texas Penal Code 46.01 are 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 Texas 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.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; 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; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Texas 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;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Texas 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, 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 Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

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

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 Section 1.07, Texas Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Texas Penal Code;
 - b. Indecent exposure under Section 21.08; Texas Penal Code;
 - c. Criminal mischief under Section 28.03, Texas Penal Code;
 - d. Personal hazing under Section 37.152, Education Code; or
 - e. Harassment under Section 42.07(a)(1), Texas Penal Code, 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 school work 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 Texas 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 Texas 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;
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 Section 46.01 of the Texas Penal Code 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 Texas Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05, Texas Penal Code;

- Kidnapping under Section 20.03, Texas Penal Code;
- Trafficking of persons under Section 20A.02, Texas Penal Code;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06, Texas Penal Code;
- Assault under Section 22.01, Texas Penal Code;
- Aggravated assault under Section 22.02, Texas Penal Code;
- Sexual assault under Section 22.011, Texas Penal Code;
- Aggravated sexual assault under Section 22.021, Texas Penal Code;
- Unlawful restraint under Section 20.02, Texas Penal Code;
- Continuous sexual abuse of a young child or children under Section 21.02, Texas Penal Code;
- Bestiality under Section 21.09, Texas Penal Code;
- Improper relationship between educator and student under Section 21.12, Texas Penal Code;
- Voyeurism under Section 21.17, Texas Penal Code;
- Indecency with a child under Section 21.11, Texas Penal Code;
- Invasive visual recording under Section 21.15, Texas Penal Code;
- Disclosure or promotion of intimate visual material under Section 21.16, Texas Penal Code;
- Sexual coercion under Section 21.18, Texas Penal Code;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04, Texas Penal Code;
- Abandoning or endangering a child under Section 22.041, Texas Penal Code;
- Deadly conduct under Section 22.05, Texas Penal Code;
- Terroristic threat under Section 22.07, Texas Penal Code;
- Aiding a person to commit suicide under Section 22.08, Texas Penal Code; and
- Tampering with a consumer product under Section 22.09, Texas Penal Code.

[See FOC(EXHIBIT).]

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 influence” 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 Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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MARBLE FALLS I.S.D.

2018 - 2019



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

EXTRACURRICULAR HANDBOOK AND DRUG POLICY

*1800 Colt Circle
MARBLE FALLS, TEXAS 78654
PHONE: (830) 693-4357
FAX: (830) 693-5685*

PARENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

- Remember: The classroom comes first!
- Help conduct fair and equitable competition: adhere to the rules; uphold the law and respect authority.
- Remember that officials are human. Respect their decisions.
- Delegate authority to the school and support its decisions.
- Set standards by which you expect children to conduct themselves and live by those standards yourself.
- Be involved in areas in which your own child is not involved, thus contributing to school unity and spirit.
- Show respect to the opponents of your children.
- Praise. Don't criticize. Urge others to do the same.

MARBLE FALLS I.S.D. EXTRACURRICULAR CODE OF STUDENT CONDUCT

Extracurricular Activities

The term “extracurricular activities” means any membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and the school district and sponsored by the district or a campus. All University Interscholastic League (UIL) and non-UIL activities and student organizations, such as Student Council and National Honor Society are extracurricular. All extracurricular activity participants, including elected and appointed officers of all campus organizations, are subject to the provisions of this *Extracurricular Code of Conduct*.

I. Conduct Expectations

1. The conduct of the Extracurricular Participant (ECP) is closely observed, in many areas of life. No student is obligated to take part in Extracurricular Activities (ECA), nor is it required for graduation. It is stressed that this is a PRIVILEGE, and the coaches and administrators have the authority to revoke this privilege when requirements are not met by the student. It is recognized that some of the following rules are stricter than for the general student body. However, the ECP is expected to accept and to follow the established rules.
2. Our ECP's and sponsors must understand that others do not always act appropriately, but we must insist that our sponsors and participants act in a sportsmanlike manner.
3. All of our students must be on time and prepared for all phases of the activity they are involved in. If they are not able to be on time or perform all of their responsibilities, they must communicate with their coach/sponsor as soon as possible.

4. In order to promote a positive educational and extracurricular environment for all students, all employees of MFISD are committed to upholding the “no hazing” policy as stated in the student code of conduct.
5. While a student is injured or ill but is still able to attend all activities they must report to the coach to determine what their responsibilities will be while they are not actively competing.
6. All students and sponsors should have and must show respect for each other.
7. Fighting and profanity are not suitable methods for resolving conflict.
8. Inappropriate touching, making out, sexual gestures or exposing parts of the body that are ordinarily covered up in public places are not acceptable actions in public for ECPs and will be addressed appropriately.
9. Any (possession/use) of tobacco and electronic cigarettes (e-cigarettes) are not acceptable actions for ECP’s at any time and will be addressed appropriately by AD and/or Principal along with sponsor or coach.

Each individual sponsor/coach will have policies that deal with the discipline for these expectations. These policies with appropriate discipline methods will be explained before practice for the season begins. The appropriate administrator will be involved when these policies are applied.

II. Jurisdiction

Because participation in extracurricular activities is a privilege and not a right, Marble Falls ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this *Extracurricular Code of Conduct* extends beyond the *Marble Falls ISD Student Code of Conduct* not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. This *Extracurricular Code of Conduct* will be enforced with all students grades 7 - 12 participating in extracurricular activities:

- Regardless of whether school is in session.
- regardless of whether the offense occurs on or off school property or at a school-related event;
- regardless of whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- regardless of whether the extracurricular activity is in-season

It is possible that a student who violates the *Marble Falls ISD Student Code of Conduct* will incur consequences from both the appropriate school administrator and from his or her coach or sponsor for the same particular violation. It is also possible that a student participating in extracurricular activities could violate the *Extracurricular Code of Conduct* and

be subject to discipline by a coach or sponsor without having violated the *Marble Falls ISD Student Code of Conduct*.

The MFISD Board of Trustees has authorized the creation and distribution of this Code in MFISD Board Policy FO (LOCAL), which states:

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Organizational standards of behavior of an extracurricular activity are independent of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct.

District Prohibited Conduct

Marble Falls ISD students participating in extracurricular activities are prohibited from any violation(s) listed in the MFISD Student Code of Conduct.

III. Procedures

The coach, sponsor, administrator or DPA will determine whether an *Extracurricular Code of Conduct* violation has occurred.

Upon determination of an *Extracurricular Code of Conduct* violation, the following individuals will be notified:

- The student and the student's parent(s) or guardian(s)
- The Athletic Director, Sponsor, Grade-Level Principal, and/or DPA

Nothing in this *Extracurricular Code of Conduct* limits the authority of a coach or sponsor to impose reasonable sanctions, including extra workouts, for students who breach team or organization conduct expectations.

IV. Disciplinary Action

- Coaches and sponsors will review all the facts and circumstances surrounding a particular violation and impose appropriate disciplinary action. Coaches and sponsors will strive for consistency in doling out punishment for *Extracurricular Code of Conduct* violations, but will also exercise sound professional discretion.
- Any ECP suspended or academically ineligible will be removed from all participation in all extracurricular activities. This includes travel, contest, being in the team area, and any other activities except for practices until their suspension is complete or they gain academic eligibility. (Note: A scrimmage is considered a practice. Participation in awards ceremonies and Parent night is permissible.)
- Any student serving a full day of ISS on a game/event day, is ineligible to participate in the game/event that day. Any student who receives 3 consecutive days of ISS will be suspended for the next scheduled event. If the student has no further events for the current school year, consequences will be handled by the head coach or Athletic Director but will not carry over to the new school year. *Any student deemed to have excessive ISS referrals can be removed from the program. Additional consequences will be assigned by the Head Coach of the current sport (. *Excessive ISS – 3 or more ISS referrals for behavior/insubordination issues.)
- Suspension/Removal from office in the case of a student office holder who commits an offense.
- Students currently assigned to DAEP (Epic) are considered ineligible to participate in any extracurricular activity or to attend extracurricular activities. Events missed while at DAEP (Epic) do not count towards their suspension.
- Any student holding a Final Title 5 Felony conviction or an offense deemed severe enough by the appropriate administrator and superintendent shall be excluded permanently from holding any student office, practicing or participation in any extracurricular activity.
- Coaches/sponsors will be required to hold a conference with the parent or guardian and the student to confirm the violation, discuss the consequence and notify about re- instatement

V. Alcohol/Drug Violations

Any violation of substances eligible for testing in the MFISD Drug Testing Policy will follow the sanctions listed in the Drug Testing Policy.

An ECP who voluntarily admits a violation within the first 48 hours of the time at which the violation occurred, will receive a reduction in the length of the suspension. All other sanctions will remain in place. **It will be up to the ECP in violation to contact their sponsor, coach, or school administrator.**

1st violation with voluntary admission: suspension would be reduced from 20% of regularly scheduled events to 10 %

2nd violation with voluntary admission: suspension would be reduced from 50% of regularly scheduled events to 30%

3rd violation with voluntary admission: suspension would be reduced from one calendar year to 70% of regularly scheduled events

4th violation **receives no reduction** and will result in the sanctions listed under
FOURTH
OFFENSE in section VI of the drug testing policy

If the violation is alcohol/drug related, the parent conference will be held by the DPA.

Note: Percentage suspensions will be based on the number of scheduled events the ECP is involved in. Satisfactory completion of that activity is necessary for the suspension to be complete. Tournaments for team sports such as BKB/BSB/SFB/Soccer, will be counted as 3 events regardless of the actual number of games played. Golf, Tennis, and other activities, in which all events are tournaments, will be counted as one event. Any cancellations that are **not** rescheduled or replaced will be counted as events. Any percentage of **.4** or less will be rounded down. Any percentage of **.5** or more will be rounded up.

*** The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.**

VI. Request for Conference

A student who is removed from the extracurricular program(s) because of failure to comply with the Extracurricular Code of Conduct may request a conference before the appropriate administrator. ***The request must be in writing.***

Conferences will be held as needed on an individual basis. The conference between the administrator, student and his/her parent or guardian is to provide the student the opportunity to present a request for reinstatement. The administrator will consider only one appeal from each student requesting reinstatement. Note: a conference to request reinstatement is not needed unless the student wishes to make the request before the normal date of reinstatement.

Students who desire to participate in tryouts or elections for extracurricular activities for the following year must request a conference at least two weeks prior to the official tryout or Election Day.

If a parent or guardian and student would choose to take further action, they should request a conference with the appropriate administrator. If unresolved, the District provides for the complaint to be presented to the Superintendent. If the complaint still remains

unresolved it will be presented to the Board of Trustees.

VII. Acknowledgement

In order to participate in any extracurricular activity, the student and parent or guardian must sign the acknowledgement form. The acknowledgement form states that the signing parties understand the consequences for engaging in prohibited conduct.

LETTERING POLICIES

Athletic Awards: A student may qualify for a major award only in a varsity sport and only if he/she completes the season. Coaches will determine who letters according to individual sport policy and subject to approval of the Athletic Director.

Theater Arts: A student will qualify if he/she participates in the District One Act Play.

Cheerleaders: A Cheerleader has to have been a High School Cheerleader for 2 years, one of which is on the Varsity Squad.

Band: A student must be a member in good standing. A student entering the high school band program for the first time must have completed two full years of band at Marble Falls High School in addition the other requirements listed in the Band Grading and Lettering Guidelines

ADDITIONAL POLICIES

TRAVEL

All extracurricular participants represent the community, school, sponsors and coaches. Therefore, it is expected that all will dress in an acceptable manner on trips and demonstrate appropriate conduct. All Varsity athletes/UII participants making the trip on the bus will return on the bus unless in an emergency situation or when parents are present and there is good reason for returning with parents. This must be cleared with the head coach/sponsor prior to the trip. Athletes/participants are never to return with anyone other than on the bus or their own parents.

Exception: An athlete/participant may receive permission to ride with someone else with prior written consent granted by the Athletic Director or Principal.

QUITTING A SPORT

Anyone quitting a sport beyond the trial period, seven practice or contest days from when the participant first began, will not be allowed to participate in another sport until the season of the sport quit is completed. The Athletic Director or Principal may, at their discretion, make an exception to this rule when an event outside the control of the athlete or his/her family causes the athlete to drop out of a sport. A clear understanding is to be reached by the Principal, Athletic Director, head coach, parents and the athlete at the time the sport is dropped.

MULTIPLE SPORTS/ EXTRACURRICULAR ACTIVITIES

Athletes are encouraged to participate in more than one sport/activity. Eligibility to participate in a particular sport/activity will not be based upon participation in a second sport/activity unless the athlete quits a previous sport. Athletes may choose to participate in other extracurricular activities as long as they are aware of the inherent conflicts that can occur. In case of a conflict, a district competition/event should take precedent over nondistrict competitions/events. Arrangements will be made by the coaches/sponsors to allow the students in multiple events to travel back and forth. In the event the conflict occurs at the same time and arrangements cannot be made to participate in both the district event should take precedent.

TOBACCO/E-CIG/VAPE

Any student in violation of tobacco/e-cig/vape (possession/use) will result in a suspension of 10% of scheduled events. The suspension will begin immediately. If the student is not actively involved in an extracurricular activity or not eligible for other reasons, the suspension will start with the next event in which the student is involved and eligible (minimum of 1 event). This will carry over from the end of one school year to the following year. A second offense of the tobacco/e-cig/vape rule will result in a suspension of 50% of scheduled events. A third offense is removal from athletics. Additional consequences will be assigned by the Head Coach of the current sport.

DISCIPLINE

Several different means of discipline will be used depending on each situation. Whatever type of discipline is required, the purpose is to help athletes and participants improve themselves and to become better people. Failure to accept this, on the part of the ECP, may result in dismissal from the ECA.

ELIGIBILITY POLICIES

All extracurricular participants must maintain a passing grade (70) in all classes to be eligible to participate in extracurricular activities. Please check the enclosed Eligibility Dates. The UIL does not consider advanced courses (Pre-Cal & AP) for eligibility purposes. However, Marble Falls ISD does. Students may be granted a one-time waiver of eligibility if they are failing one advanced course during the year. The waiver request form may be picked up in the front office.

ELIGIBILITY TUTORIAL POLICIES

Any extracurricular participant receiving a grade lower than the equivalent of 70 in any academic class will continue at least a three week suspension from events/contests until the ECP is passing all classes and has attended a minimum of 5 mandatory tutorial hours for each class that minimum passing standards have not been met.

ATTENDANCE

Students must attend school all day to be Eligible to participate in ECA with the following exceptions:

1. Attending a school or UIL event
2. Receiving a waiver from the Superintendent or designee for a medical appointment, family emergency, extenuating circumstances or funeral.

NOTE:

These rules apply to all sports and UIL events but head coaches and sponsors may have additional rules that their athletes and participants must follow

EXTRACURRICULAR INSURANCE

The following facts should be fully understood by, the parents and or guardians of all Marble Falls ISD ECP's, who are involved in U.I.L. activities in grades 7 through 12.

1. The Marble Falls I. S. D. provides for athletic and extracurricular insurance for students in grades 7 thru 12. This coverage is for U.I.L. sponsored activities, including all U.I.L. athletic events. Your child will be covered while participating in, practicing for, and traveling to and from such an activity.
2. The insurance provided by the school is for activities that are sanctioned by U.I.L. rules and regulations. Any competition in which the student participates that is not under U.I.L. sanction will NOT be covered by the insurance.
3. Marble Falls I. S. D. assumes no responsibility as a result of injuries that occur during an athletic or U.I.L. event: however, this insurance is provided at school expense. This is **SECONDARY INSURANCE** to whatever health insurance the parent(s) or guardian(s) have for their children, and all claims **must** be filed with the primary health insurance company **first** and with the school insurance company **second**. You will need to indicate on the school insurance claim form the name and address of your regular insurance carrier.
4. Decisions about coverage are up to the insurance company. All questions about coverage and the procedures for accessing the insurance must be made to the insurance company. District employees cannot interpret the policy or provide any assistance other than limited assistance in completing claim forms.
5. If the student has no other insurance coverage, the school insurance will become the primary carrier and will pay accordingly. The parent or guardian should indicate on the claim form if they have no other health insurance.
6. **All policies have limitations.** The school insurance will pay up to the amounts that are listed in the coverage documents, subject to policy exclusions and other limitations. ***Parents will be responsible for any amount remaining after both the primary health insurance and limitations have been reached. Parents should verify that the***

doctor/hospital is in the network.

7. The Marble Falls ISD and its employees are NOT responsible for any costs for treatment to your child by any doctor.
8. In case of an injury, **it is the responsibility of the parent to file a claim form**. These forms are available in the principal's office, from the trainer or coach, or the Administration Office. The coaches, trainer, sponsors or administrative personnel will be happy to help complete the form; however, **no Marble Falls ISD employee is responsible for filing your claim.**
9. As with any policy, there are policy exclusions and rules for filing claims. Please review the Policy Limitations that are listed in the brochure; you are responsible for taking all steps necessary to access the extracurricular activity insurance. Most policies have a time limitation for filing a claim.
10. Since the insurance is for U.I.L. sponsored events only, you may wish to purchase the additional insurance that is available to your child. This should be purchased at the beginning of the school year and is the same basic coverage. The AT School Coverage provides coverage for injuries that occur at school or during school- sponsored activities during the regular school year. The 24-Hour coverage provides coverage 24 hours a day until the first day of the following school year.

Eligibility

Eligibility for participation in many extracurricular activities is governed by state law as well as rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.** A suspension continues for at least three school weeks and is not removed during the school year until the student is passing all classes.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- In order for an ineligible student to become eligible the student must be passing all classes with a grade of 70 or higher after the next grade evaluation period and attend documented completion of a minimum of 5 hours of tutorials approved by the coach/sponsor.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. [For further information, see policies FM and FO.]

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT DRUG TESTING POLICY

INTERROGATIONS

BY SCHOOL OFFICIALS

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

BY POLICE OR OTHER AUTHORITIES

For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA(LOCAL).

LOCKERS AND VEHICLES

Students have full responsibility for the security of their lockers and for vehicles parked on school property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by District policy in lockers or in vehicles parked on school property.

School officials may search lockers or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents.

If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials.

USE OF TRAINED DOGS

The District shall use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug and alcohol related problems in District schools, with the objective of maintaining a safe school environment conducive to education. Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a

classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

NOTICE

At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above, and shall specifically notify students that:

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

PARENT NOTIFICATION

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.

DRUG-TESTING PROGRAM OBJECTIVES

The objectives of the District's drug-testing program are as follows:

1. To provide a deterrent to drug use for any District student (hereinafter referred to as extracurricular participant or "ECP") who participates in extracurricular activities (hereinafter referred to as "ECA") in grades 7–12.
2. To provide a drug education program for those ECPs who test positive for drug use and for those ECPs who are at risk for drug use.
3. To ensure the health and safety of ECPs.

PLAN

Guidelines for the District's drug-testing program are as follows:

1. All ECPs from grades 7–12 (male and female) involved in District ECAs shall be subject to this testing program.
2. All H.S. ECPs shall be initially tested a minimum of one time per

- semester (fall and spring) each school year and randomly tested throughout the school year. M.S. ECP's will be tested randomly.
3. ECPs selected for random testing shall be chosen from a pool of all ECPs [see item 2 at TESTING PROCEDURES AND PROTOCOLS, below].
 4. The method of screening shall be by an independent laboratory immunological screening procedure. All drugs detected by the screen shall be confirmed by gas chromatography/mass spectroscopy (hereinafter referred to as GC/MS) before being reported as being detected. An ECP's admission of guilt shall constitute a positive screening. Failure to produce a sample in the allotted time period shall be considered a positive screening.
 5. Certified lab personnel and professional staff shall administer testing.
 6. Each ECP who is selected shall be required to provide a urine, hair, or oral sample to the designee during the time constraints described at TESTING PROCEDURES AND PROTOCOLS, below.

DRUGS ELIGIBLE FOR TESTING

The following are substances which are eligible to be tested for:

- Alcohol
- Amphetamines
- Barbituates
- Benzodiazepine
- Cocaine
- Ecstasy
- Methaqualone
- Opiates: Codeine, heroin, morphine, papaverine phencyclidine
- Tetrahydrocannabinoids (THC): marijuana
- Steroids
- Synthetic Drugs

TESTING PROCEDURES AND PROTOCOLS

Testing procedures and protocols are as follows:

1. **Mandatory Testing:** Every male and female ECP, grades 9 –12, shall be tested a minimum of twice a year. MS students are subject to random testing. The student shall be required to submit a sample immediately upon request. All specimens shall be collected adhering to a strict chain of custody.
2. **Random Testing:** Every male and female ECP, grades 7 –12, shall be eligible to be tested during the entire school year. The final number of random tests shall be determined by the drug program administrator (hereafter referred to as DPA) and the District vendor. ECPs shall be

- required to submit a sample immediately upon request. All specimens shall be collected, adhering to a strict chain of custody.
3. All positive screenings shall be confirmed by either the ECP's admission or an additional test from the same sample that will include GC/MS testing by the District vendor. A positive test result shall not constitute an offense if the ECP's parent/guardian provides the DPA with a valid legal prescription for the drug identified as positive by the test.
 4. The District vendor shall take the specimens to an independent lab for processing. The District vendor shall send the results to the DPA. The ECP's identification number shall identify all specimens.
 5. Noncompliance by any ECP with the above testing procedures shall be considered a violation of this policy and grounds for removal from ECAs within the District.
 6. Each ECP in an ECA for grades 7–12 shall give consent to the extracurricular drug testing program. The consent should be agreed to on the school registration form each year; however, a hard copy form may be signed and kept on file. If the ECP or parent/guardian refuses to consent, the ECP shall be denied participation in extracurricular activities until said consent form is signed and, at the parent's/guardian's expense, undergoes drug testing with a negative result.
 7. Any ECP refusing to be tested shall be subject to sanctions as if the ECP had tested positive. Failure to provide a specimen within two hours shall constitute a refusal to test. Read mission to an ECA shall be contingent upon agreement to participate in the drug-testing program and a negative test result.
 8. Any ECP caught cheating or tampering with a specimen taken by the DPA, testing monitors, or the vendor shall be subject to sanctions as if the ECP had tested positive.
 9. The administering and/or interpretation of the policy and testing procedures shall be left to the discretion of the District administrator of drug testing.

RETESTING PROCESS

An adult student or a parent, at his or her expense, may request a retest of the same sample by another certified laboratory. The sample must be transferred following a strict, documented, chain of custody. A certified copy of the result must be mailed by that laboratory to the DPA. If the second result differs from the first, the second shall be the determining result. The ECP may not participate while the appeal is pending.

CONFIDENTIALITY

The collection and coding of specimen samples shall be executed in a manner ensuring total confidentiality and property identification.

Only the ECP, the parent/guardian, the extracurricular sponsor, the athletic director, the campus principal, and the DPA shall know the test results.

All test results shall be destroyed when the ECP no longer has extracurricular eligibility.

SANCTIONS FOR POSITIVE TESTING

Sanctions for testing positive shall be as follows:

1. All offenses are cumulative throughout the ECP's eligibility (grades 7 through 12).
2. The following disciplinary measures shall be taken for any ECP testing positive for a drug test, and/or any ECP having written documentation reported by law enforcement officers as having been involved with alcohol or drug activity, (i.e.: selling, buying, using, or possessing drug paraphernalia or drugs eligible to be tested)
3. Any suspension shall take place in the immediate activity that the ECP is involved in. If the student is not actively involved in an extracurricular activity at that time, the suspension will start with the next activity in which the ECP is involved; **however, it may NOT take place in an activity that the student has not previously participated in.**
4. The student must be academically eligible in order for the events missed to count toward the suspension. If a student is academically ineligible at the time of the violation, or becomes academically ineligible during the suspension, the events missed shall not count toward the required events.

FIRST OFFENSE

Sanctions for the first offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. The ECP shall be suspended from the ECA for 20 percent of all scheduled events with a minimum of one activity for those with four or fewer events in the season but shall not include suspension from

playoff practice games, scrimmages, practices, or program participation.

3. The ECP shall complete and have documented completion of a minimum of 12 hours of drug education/counseling delivered by a licensed professional counselor (hereinafter referred to as LPC), or other acceptable professional at the discretion of the DPA, at the ECP's and/or parent's/guardian's expense. A list of LPCs shall be provided by the DPA.
4. The ECP shall be tested during each of the next four testing sessions, which may carry over into the next school year. The testing shall be at the ECP's and/or parent's/guardian's expense.

SECOND OFFENSE

Sanctions for the second offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. The ECP shall be suspended from the ECA for 50 percent of scheduled events with a minimum of one activity for those ECAs with two events or less and until the student has a negative drug test with the District vendor.
3. The ECP shall complete and have documented completion of a minimum of 12 hours of drug education counseling from an LPC, or other acceptable professional at the discretion of the DPA, at the ECP's or parent's/guardian's expense. A list of LPCs shall be provided by the DPA.
4. The parent of the ECP shall complete 3 sessions (equivalent of 4.5 hours) of parental education course work, at the ECP's parent's/guardian's expense. In extraordinary circumstances, a student could become eligible to participate without parental completion of counseling. Reference Policy FNF (Exhibit) for application of exception.
5. The ECP shall be tested during each of the next six testing sessions, which may and can carry over into the next school year. The testing shall be at the ECP's and/or parent's/guardian's expense.

THIRD OFFENSE

Sanctions for the third offense include:

- 1 The parent/guardian shall be notified to discuss the ECP's sanctions.
- 2 Any ECP, grades 7-12 shall be suspended from extracurricular programs, contests, and events, for one calendar year. This may include removal from certain
- 3 An ECP may be reinstated to an ECA after one calendar year at the completion of a minimum of 12 documented hours of drug counseling and a negative drug test.
- 4 The parent/guardian shall be responsible for all counseling upon the third offense.
- 5 The parent/guardian of the ECP shall complete 6 sessions (equivalent of 9 hours) of parental education course work, at the ECP's parent's/guardian's expense. In extraordinary circumstances, a student could become eligible to participate without parental completion of counseling. Reference Policy FNF (Exhibit) for application of exception.
- 6 An ECP's suspension from ECAs under the third offense shall begin the day the DPA confirms the third test as positive.

FOURTH OFFENSE

Sanctions for the fourth offense include:

1. The parent/guardian shall be notified to discuss the ECP's sanctions.
2. A fourth positive test shall result in removal of the ECP, whether in high school or middle school, from participation in ECAs for the remainder of his or her middle school and high school eligibility.

A parent or guardian, at his or her own expense, may request another test of the same sample by another certified laboratory. The District shall not be responsible for any cost incurred by the parent/guardian or ECP for drug education, counseling, or residential treatment.

STUDENT DRIVERS

Students who drive to and from school and who park on District property shall be subject to the same drug testing requirements as ECPs.

In addition to any other sanctions that may be imposed based on a student driver's participation in an ECA, a student who has a positive test result shall be subject to the following restrictions related to parking on school property:

1. For the first positive test, ten school day suspension from parking;
 2. For the second positive test, 30 school day suspension from parking;
 3. For the third positive test, one school year suspension from parking;
- and
4. For the fourth positive test, parking privileges removed for the remainder of enrollment in the District.

Parking privileges shall be reinstated at the end of a suspension period based on a negative test result.

The ECP shall have documented completion the prescribed minimum amount of hours of drug education/counseling, based on the number of the offense. This must be delivered by a licensed professional counselor (hereinafter referred to as LPC), or other acceptable professional at the discretion of the DPA, at the ECP's and/or parent's/guardian's expense.

Counseling for an offense should be completed before resuming the ECA's activity. However; if the DPA feels that the ECP is enrolled and progressing at an acceptable pace, the student may be allowed to return to their activity while completing counseling. If at any point, the ECP is not progressing at an acceptable pace, activities may be suspended again. MFISD has entered a partnership with Bluebonnet Trails Community Services and the substance abuse program they offer is recommended; however, the ECP may use any LPC they choose.

DEFINITIONS OF TERMS

The following definitions are for the purpose of the drug-testing program in this policy:

1. Extracurricular Activity (ECA): Any membership or participation in any of the clubs, organizations, or activities on the attached list.
2. Extracurricular Participant (ECP): Any participating student in grades 7–12.
3. ECA: Extracurricular activities in grades 7–12.
4. DPA: Drug program administrator.
5. GC/MS: Gas Chromatography/Mass Spectroscopy; a scientific process to identify specific chemical compounds. A molecular fingerprint is obtained that identifies a chemical compound with 100 percent accuracy.

APPEAL PROCESS

An appeal of a positive drug test finding must follow the prescribed process outlined in FNG(LOCAL).

LIST OF ACTIVITIES

Middle School (Including, but not limited to)

Band
Cheerleaders
Competition Choir
Junior FFA
Creative Problem Solving
UIL
Theater
Jr. High Athletic Department
Volleyball
Student Council
Theater Arts
UIL Academics

High School (Including, but not limited to)

Band	Competition Choir
Football	Powerlifting
Student Council	FBLA
Baseball	Skills USA
Girls Basketball	FFA
UIL Academics	Softball
Boys Basketball	FCCLA
Girls Cross Country	Starlettes
UIL Journalism	Fishing Club
Boys Cross Country	Lovely Ladies
Girls Golf	Key Club
4-H	Thespians
Boys Soccer	
Girls Tennis	
Boys Tennis	
Girls Track	
Boys Track.	
NHS	
Chess Club	
PALS	
HOSA	
Cheerleaders	
Parking on District Property	

A copy of the Drug Testing Policy is available in Spanish upon request in the Central Office.

Una copia de la Política de la Prueba para las drogas esta disponible en español en las oficinas administrativas si se requiere.

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
PARENT AND STUDENT EXTRACURRICULAR
HANDBOOK AND DRUG POLICY
ACKNOWLEDGMENT FORM**

Please read, sign, date, and return this form. Students will not be allowed to participate in Extracurricular Activities until this form is completed, signed and returned.

We have received and read a copy of the MFISD’s Extracurricular Handbook and Drug Testing Policy. We understand that this policy is part of the District’s rules and that it applies to all high school and middle school students participating in Extracurricular Activities. We understand and consent to all the requirements of this code and understand the consequences that my child will face if he or she fails to adhere to these rules and agree to such terms.

Print Student’s Name

Student Signature

Date

Grade

Parent Signature

Date

Please list all extracurricular activities in which your student is currently participating:



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing Date Submitted:	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

JOINT ELECTION AGREEMENT 2018-2019

FOR BURNET COUNTY LOCAL POLITICAL SUBDIVISIONS

Whereas, the undersigned local political subdivisions, collectively referred to hereafter as the “LPSs”, each anticipate holding election(s) from August 2018 to July 2019; and

Whereas, each of the LPSs is located partially or entirely within Burnet County, Texas (the “County”); and

Whereas, the County has contracted or is contracting with each LPS to conduct and provide election services for such LPS’s election(s) from August 2018 to July 2019; and

Whereas, the LPSs all desire to enter into a joint election agreement for the purpose of sharing election equipment, costs, services of election officials, and sharing precinct polling locations and election ballots where appropriate.

NOW THEREFORE, the LPSs agree as follows:

- I. **Scope of Joint Election Agreement.** The LPSs enter this Joint Election Agreement (“Agreement”) for the conduct of the elections to be held from August 2018 through July 2019.
- II. **Appoint Election Officer.** The LPSs appoint the Burnet County Elections Administrator to serve as the Election Officer for each LPS in order to perform and supervise the duties and responsibilities of the Election Officer for any election from August 2018 through July 2019.
- III. **Early Voting Polling Locations.** The Early Voting locations for the elections will be at the main Burnet Courthouse, 220 S. Pierce, Burnet, TX 78611 and the Courthouse South Annex in Marble Falls, 810 Steve Hawkins Pkwy., Marble Falls, TX 78654. The costs incurred in connection with the Burnet Courthouse Early Voting location will be shared only by the Burnet Consolidated Independent School District, the City of Burnet, the City of Bertram, the Central Texas Groundwater Conservation District (CTGCD) and Burnet County. The costs incurred in connection with the Courthouse South Annex Early Voting location will be shared only by the Marble Falls Independent School District, the City of Marble Falls, the City of Granite Shoals, the City of Cottonwood Shores, the City of Meadowlakes, the City of Highland Haven, the City of Horseshoe Bay, the CTGCD and Burnet County.
- IV. **Election Day Polling Locations.** Election Day voting shall be held in common precincts where appropriate at the dates, times, and locations recommended by the Election Officer and authorized and ordered by the governing body of each LPS. Those will be decided within one week after the last day to order an election.
- V. **Cost Sharing.** The LPSs agree to the cost sharing provisions below. This includes Burnet County, the school districts of the county, the cities of the county, and the Central Texas Groundwater Conservation District. Other entities pay a lump sum of \$1,000 for their election.
- VI. **Effective Date.** This Agreement becomes effective upon execution by the participating LPSs.
- VII. **Amendments.** This Agreement may not be amended or modified except in writing and executed by each LPS.

COST SHARING – NOVEMBER UNIFORM ELECTION DATE

- I. The following expenses will be shared equally by all LPSs holding an election including Burnet County: the newspaper notice for the Logic and Accuracy Test of the ballots, consumable election supplies, and ballot programming.
- II. The user fees for the voting equipment, election worker payroll, and mileage payments to poll workers will follow these cost sharing arrangements:
 - a. The county will bear at least 70% of these election costs at each voting location. The remaining 30% will be shared so that 20% is paid by the Independent School District (ISD) or CTGCD associated with the polling place and the remaining 10% is paid by any/all cities equally sharing the costs. If both the ISD and CTGCD are holding elections, they each pay 10%, with any/all cities equally sharing the remaining 10%.
 - b. If there is no city election, the ISD or CTGCD associated with the polling place pays 20% or 10% each and the county the remaining 80%. Subsequently, if there is no ISD or CTGCD election, any/all cities pay 10% of the costs associated with the polling place and the county pays 90%.
 - c. If there is no city, no ISD and no CTGCD election, the county pays 100% of the costs.
- III. It is acknowledged that cost sharing expenses will fluctuate depending upon the number of required polling locations and poll workers required as General Elections, held on even-numbered years, typically require more resources than Constitutional Amendment elections, held on odd-numbered years.

COST SHARING – MAY UNIFORM ELECTION DATE

- I. The following expenses will be shared equally by all LPSs holding an election including Burnet County: the newspaper notice for the Logic and Accuracy Test of the ballots, consumable election supplies, and ballot programming.
- II. The user fees for the voting equipment, election worker payroll, and mileage payments to poll workers will follow these cost sharing arrangements:
 - a. For polling locations conducting elections of the county: the county will bear 50% of the election costs at each voting location. The remaining 50% will be shared so that 40% is paid by the Independent School District (ISD) associated with the polling place and the remaining 10% is paid by any/all cities equally sharing the costs.
 - b. If there is no city election, the ISD associated with the polling place pays 50%. Subsequently, if there is no ISD election, any/all cities pay 50% of the costs equally.
 - c. If there is no city or ISD election the county pays 100%.
 - d. For polling locations NOT conducting elections of the county: the ISD pays 80% and any/all cities pay 20% equally.
 - e. If there is no city election, the ISD pays 100%.
 - f. If there is no ISD election, any/all cities pay 100% equally.

A cost estimate for the LPS election will be submitted separately.

APPROVED BY THE GOVERNING BODY OF _____ in its meeting held the
____ day of _____, 201_, and executed by its authorized representative.

By: _____
Name: _____
Title: _____

ACKNOWLEDGED BY:

Doug Ferguson
Elections Administrator, Burnet County, Texas

Date

CONTRACT FOR ELECTION SERVICES

THIS CONTRACT FOR ELECTION SERVICES (this "Contract") is made and entered into by and between the ELECTIONS ADMINISTRATOR OF BURNET COUNTY, TEXAS ("Contracting Officer") and the Local Political Subdivision set forth on the signature page of this Contract (the "LPS") pursuant to the authority under Section 31.092(a) of the Texas Election Code.

RECITALS

WHEREAS, the LPS expects to order an election during the term of this Contract and during any renewal term of this Contract (the "Election");

WHEREAS, the LPS desires that certain election services for the Election be provided by the Contracting Officer pursuant to Chapter 31, Subchapter D of the Texas Election Code and;

WHEREAS, the Contracting Officer and the LPS desire to enter into a contract setting out the respective responsibilities of the parties;

NOW, THEREFORE, the parties to this Contract agree as follows with respect to the coordination, supervision, and conduct of the Election.

I. GENERAL PROVISIONS.

- A. The purpose of this Contract is to maintain consistency and accessibility in voting practices, polling places, and election procedures to best assist the voters of the LPS. For purposes of this Contract the term "Election" will include any resulting recount or election contest. It will also apply to any election to resolve a tie.
- B. The Contracting Officer is hereby appointed to serve as the LPS's Election Officer and Early Voting Clerk to conduct the Election for those areas of the LPS located in Burnet County. As Election Officer and Early Voting Clerk, the Contracting Officer will coordinate, supervise and conduct all aspects of administering voting in connection with the Election in compliance with all applicable law except as otherwise provided in this Contract.
- C. The LPS agrees to commit the funds necessary to pay for election-related expenses for the LPS's election.
- D. The Contracting Officer has the right to enter into agreements with other entities at any time and may require that authorities of LPSs holding elections on the same day in all or part of the same territory to enter into a joint election agreement as authorized in Chapter 271 of the Texas Election Code. The LPS agrees to enter into a joint election agreement required by Burnet County.

II. **RESPONSIBILITIES OF CONTRACTING OFFICER.** The Contracting Officer shall be responsible for performing the following services and furnishing the following materials and equipment in connection with the election:

- A. ***Nomination of Presiding Judges and Alternate Judges.*** The Contracting Officer shall recruit and appoint Election Day presiding and alternate judges, central accumulation station

judges, and the Early Voting Ballot Board (EVBB) presiding judge, all of which shall meet the eligibility requirements in Subchapter C of Chapter 32 of the Texas Election Code.

B. *Notification to LPS.* The Contracting Officer shall provide the LPS with the most up-to-date list of presiding and alternate judges three weeks before the statutory deadline to order the election and again three weeks before Election Day. LPS acknowledges that the information provided may not be final or complete.

C. *Notification to Presiding and Alternate Judges; Appointment of Clerks.*

1. The Contracting Officer shall notify each presiding and alternate judge of his or her appointment. The notification will also include the assigned polling location, the date of the election training(s), the date and time of the election, the rate of compensation, the number of clerks the judge may appoint, the eligibility requirements for election workers, and the name of the presiding or alternate judge as appropriate.
2. The election judge will make the clerk appointments in consultation with the Contracting Officer. If a presiding judge or the alternate judge does not speak both English and Spanish, and the election precinct is one subject to Sections 272.002 and 272.009 of the Texas Election Code, the Contracting Officer shall ensure that a bilingual election clerk is appointed. The Contracting Officer shall notify the clerks of the same information that the judges receive under this section.

D. *Election Training.* The Contracting Officer shall be responsible for conducting election training for the presiding judges, alternate judges, clerks, and Early Voting deputies in the operation and troubleshooting of the direct record electronic (DRE) voting system and the conduct of elections, including qualifying voters, issuing ballot style codes, maintaining order at the polling location, conducting provisional voting and counting votes.

E. *Logic and Accuracy Testing.* In advance of Early Voting (including the sending out of any mail ballots), the Contracting Officer, the tabulation supervisor, and other members the Contracting Officer designates for the testing board shall conduct all logic and accuracy testing in accordance with the procedures set forth by the Texas Election Code and under guidelines provided by the Secretary of State's office. The Contracting Officer shall also be responsible for the publication of the required notice of such testing.

F. *Election Supplies.* The Contracting Officer shall procure, prepare, and distribute to the presiding judges for use at the polling locations on Election Day (and to the Early Voting clerks during Early Voting) the following election supplies: election and early voting kits (including the appropriate envelopes, lists, forms, name tags, posters, and signage described in Chapters 51, 61, and 62, and Subchapter B of Chapter 66 of the Texas Election Code) seals, sample ballots, thermal paper rolls for use in the Judge's Booth Controllers (JBCs), batteries for use in the JBCs and eSlates, labels for the electronic poll books, and all consumable-type office supplies necessary to hold an election.

G. *Registered Voter List.* The Contracting Officer shall provide lists of registered voters required by law for use on Election Day and for the Early Voting period.

H. Notice at Previous Polling Place. The Contracting Officer shall post notices of a change in a polling place at the entrance to the previous polling location. Section 43.062 of the Texas Election Code provides that the notice shall state the location has changed and give the location of the new polling place.

I. Election Equipment. The Contracting Officer shall prepare and distribute the Direct Record Electronic (DRE) voting system components from Hart InterCivic, Inc. ("Hart") for the election. This voting system includes the equipment referred to as "eSlates" and "Judge's Booth Controllers" (JBCs). Each polling location will have at least one voting machine that is accessible to disabled voters and provides a practical and effective means for voters with disabilities to cast a secret ballot.

J. Ballots. The Contracting Officer or designee shall be responsible for the preparation, printing, programming and distribution of English and Spanish ballots and sample ballots, including the mail ballots, based on the information provided by the LPS, including names of the candidates, names of the offices sought, order of names on the ballot, propositions on the ballot, and the Spanish translation of the offices and any propositions. The ballot will be prepared in these formats: DRE, paper and auditory.

K. Early Voting. In accordance with Sections 31.096 and 32.097(b) of the Texas Election Code, the Contracting Officer shall serve as Early Voting Clerk for the election.

1. The Contracting Officer shall supervise and conduct early voting by mail and by personal appearance and shall secure personnel to serve as Early Voting Deputies.
2. Early Voting by personal appearance for the election shall be conducted during the hours and time period and at the locations as determined by the Contracting Officer.
3. The Contracting Officer shall receive mail ballot applications on behalf of the LPS. All applications for mail ballots shall be processed in accordance with Title 7 of the Texas Election Code by the Contracting Officer or deputies at the Elections Office, located at 106 W. Washington St., Burnet, TX. Applications for mail ballots erroneously sent to the LPS shall be faxed promptly to the Contracting Officer for timely processing then the original application shall be forwarded to the Contracting Officer for proper retention.
4. Early voting ballots shall be secured and maintained at the Elections Office, located at 106 W. Washington St., Burnet, TX and in accordance with Chapter 87 of the Texas Election Code. The Early Voting Ballot Board shall meet at the same location unless posted differently.

L. Election Day Polling Locations. The Election Day polling locations are determined by the Contracting Officer in consultation with the LPS and in accordance with the Texas Election Code. The Contracting Officer shall arrange for the use of all Election Day polling places and shall arrange for the setting up of the polling location including tables, chairs and voting booths.

M. Election Day Activities.

1. The Contracting Officer and staff shall be available from 6:00 am until the completion of vote counting on Election Day to render technical support and assistance to voters and

election workers.

2. The Contracting Officer and staff shall prepare and conduct Election Night intake of election equipment, supplies and records.
3. The Contracting Officer and designee shall serve as central counting station manager and tabulation supervisor, counting the votes in conjunction with the Early Voting Ballot Board and the Central Counting Station judges.

N. *Election Night Reports.* The Contracting Officer shall prepare the unofficial and official tabulation of precinct results under Section 66.056(a) of the Texas Election Code. The unofficial tabulation of Early Voting precinct results and Election Day precinct results shall be made available to the LPS via e-mail as soon as they are prepared and may be released under law, but no earlier than 7:05 pm on Election Day. The tabulation reports may also be provided to other counties as necessary for the election.

O. *Provisional Votes/Determination of Mail Ballots Timely Received under Section 86.007(d) of the Texas Election Code.* The Contracting Officer, serving as voter registrar, shall retain the provisional voting affidavits and shall provide factual information on each of the provisional voters' status. The Contracting Officer shall reconvene the EVBB after the election within the time set forth in Section 65.051 of the Texas Election Code for the purpose of determining the disposition of the provisional votes. At the same time, the EVBB will review mail ballots timely received under Section 86.007(d) of the Texas Election Code to determine whether such will be counted and to resolve any issues with such ballots.

P. *Canvass Material Preparation.* Promptly after determination of the provisional votes and resolution of any mail ballots, the Contracting Officer shall work with the EVBB to tally the accepted provisional votes and resolved mail ballots, amend the unofficial tabulations, and submit new unofficial tabulations to the LPS. The reports will serve as the canvass materials for the LPS.

Q. *Custodian of Election Records.* The election records will be submitted to the LPS except for those records that must be maintained by the Contracting Officer as Voter Registrar in accordance with Section 66.051 of the Texas Election Code. The Contracting Officer is hereby appointed the custodian of voted ballots (which in the case of the ballots cast on the DRE voting system consists of the DVD backup) and shall preserve them in accordance with Chapter 66 of the Texas Election Code and other applicable law. The Contracting Officer shall also maintain custody of the records pertaining to the operation of the JBCs and eSlates.

R. *Recount.*

1. If required by law, the Contracting Officer shall perform a partial manual count of electronic voting system ballots in accordance with section 127.201 of the Texas Election Code. A recount may also be requested in accordance with Chapter 212 of the Texas Election Code.
2. The LPS shall advise the Contracting Officer if a recount is required by law or requested and the Contracting Officer and the LPS shall discuss how such recount is

to be conducted. The LPS shall reimburse the Contracting Officer for the cost of such count which is not included in the original invoice.

S. *Schedule for Performance of Services.* The Contracting Officer shall perform all election services in accordance and compliance with the time requirements set out in the Texas Election Code.

T. *Contracting with Third Parties.* In accordance with Section 31.098 of the Texas Election Code, the Contracting Officer is authorized to contract with third parties for election services and supplies. The cost of such third-party services and supplies will be paid by the Contracting Officer and reimbursed by the LPS.

U. *Department of Justice Preclearance for General Elections.* If required by law, any changes to the general conduct of voting in Burnet County will be pre-cleared through the United States Department of Justice by the Contracting Officer with copies of the submission and response e-mailed to the LPS.

III. RESPONSIBILITIES OF THE LPS. The LPS shall perform the following responsibilities:

A. *Applications for Mail Ballots.* The LPS shall date stamp and then as promptly as possible fax to the Contracting Officer all applications for mail ballots that it receives. Promptly thereafter, the LPS shall deliver or send by mail the original mail ballot applications to the Contracting Officer.

B. *Election Orders, Election Notices, and Canvass.* The LPS shall be responsible for preparing, adopting, publishing, and posting all required election orders, resolutions, notices and other documents, including bilingual materials, evidencing action by the governing authority of the LPS necessary to the conduct of the election. The LPS shall be responsible for conducting the official canvass of the election.

C. *Map/ Annexations.* The LPS shall provide the Contracting Officer with an updated map and street index of its jurisdiction in an electronic or printed format and shall advise the Contracting Officer of any annexations or de-annexations.

D. *Department of Justice Preclearance for Special Elections.* If required by law, the LPS shall be individually responsible for obtaining appropriate preclearance from the United States Department of Justice for any special elections.

E. *Ballot Information.* The LPS shall prepare the text for the LPS's official ballot in English and Spanish and provide to the Contracting Officer as soon as possible at the end of the period for ordering the election or filing for candidacy. The ballot information shall include a list of propositions showing the order and the exact manner in which the candidates' names and the propositions are to appear on the ballot. The LPS shall promptly review for correctness the ballot when requested by the Contracting Officer to do so prior to finalization and shall approve by e-mail or by signature in person.

F. *Precinct Reports to the Texas Secretary of State.* Based on information provided by the Contracting Officer, the LPS shall prepare and file all required precinct reports with the Texas Secretary of State.

G. Annual Voting Report. The LPS shall be responsible for filing its annual voting system report to the Texas Secretary of State as required under Chapter 123 *et seq.* of the Texas Election Code.

IV. SPECIAL PROVISIONS RELATING TO ELECTION WORKERS

A. Number of Election Workers at Election Day Polling Locations. It is agreed by the Contracting Officer and the LPS that there will be at least three election workers at each Election Day polling location: the presiding judge, an alternate judge, and at least one election clerk appointed by the presiding judge. The number of necessary clerks is derived from the number of elections at the poll and the number of registered voters for that poll.

B. Compensation for Election Workers. The Contracting Officer shall compensate all election workers in accordance with the Contracting Officer's established compensation policies, in accordance with the Texas Election Code and using the rates set by Burnet County Commissioners Court for county elections. The Contracting Officer shall pay the workers and be reimbursed by the entities sharing the polling location unless a polling place is open for only one LPS holding an election. In this case, the LPS shall pay the election workers directly.

V. PAYMENT

A. Charges and Distribution of Costs. In consideration of the joint election services provided by the Contracting Officer, the LPS will be charged a share of election costs and an administrative fee. The costs distribution is set forth in the Joint Election Agreement. A cost estimate shall be provided upon request only after all entities participating in the election are identified.

B. Administrative Fee. The Contracting Officer shall charge a fee equal to 10% of the LPS's share of the cost of the election or a minimum of \$75.00.

C. Equipment Rental Fee. Per Section 123.032(d) of the Texas Election Code, the Burnet County Commissioners Court has set the equipment rental fee at \$150 per JBC and per eSlate. There is no charge for Early Voting rental of equipment. If the County acquires additional equipment, different voting equipment, or upgrades existing equipment during the term of this Contract, the charge for the use of the equipment may be reset by the Burnet County Commissioners Court.

D. Fixed Lump Sum Price for Districts other than Cities, School Districts and Central Texas Groundwater Conservation District. A LPS that is not a city, school district or the Central Texas Groundwater Conservation District shall pay the Contracting Officer a fixed lump sum price to administer its election. The only item not included in the lump sum price is the cost of any recount.

E. Payment. The Contracting Officer's invoice shall be due and payable to the address set forth in the invoice within 30 days from the date of receipt by the LPS.

VI. TERM AND TERMINATION

- A. **Initial Term.** The initial term of this Contract shall commence upon the last party's execution hereof and shall continue thereafter in full force and effect for one year, subject to the termination rights set forth herein.
- B. **Renewal.** Subject to the termination rights set forth herein, this Contract shall automatically renew for a one-year term.
- C. **Termination.** If either party wishes to terminate this Contract for convenience or for cause the party must provide thirty (30) business days' written notice to the other party and allow for discussion of the desired outcome and options to reach the desired outcome. In the event of termination, it is understood and agreed that only the amounts due to the Contracting Officer for services provided and expenses incurred will be due and payable.

VII. MISCELLANEOUS PROVISIONS

- A. **Nontransferable Functions.** In accordance with Section 31.096 of the Texas Election Code, nothing in this Contract shall authorize or permit a change in:
 - 1. The authority with whom or the place at which any document or record relating to the election is to be filed;
 - 2. The officers who conduct the official canvass of the election returns;
 - 3. The authority to serve as custodian of voted ballots or other election records; or
 - 4. Any other nontransferable function specified under Section 31.096 or other provisions of Texas law.
- B. **Cancellation of Election.** If the LPS cancels its election pursuant to Section 2.053 of the Texas Election Code, the Contracting Officer shall be entitled to receive an administrative fee of \$75. The Contracting Officer shall submit an invoice for the administrative fee as soon as reasonably possible after the cancellation, and the LPS shall make payment therefore in a manner similar to that set forth in V. **PAYMENT** above.
- C. **Contract Copies to Treasurer and Auditor.** In accordance with Section 31.099 of the Texas Election Code, the Contracting Officer agrees to file copies of this Contract with the County Treasurer and the County Auditor of Burnet County, Texas.
- D. **Election to Resolve a Tie.** In the event that an election is necessary to resolve a tie vote, the terms of this Contract shall extend to the second election, except:
 - 1. The LPS and the Contracting Officer will agree upon the date of the election and the early voting schedule subject to provisions of the Election Code and with regard to other elections conducted by the Contracting Officer.
 - 2. The LPS will be responsible for any Department of Justice preclearance submission under Section 5 of the Federal Voting Rights Act.

3. An attempt will be made to use election workers that worked in the first election; those poll workers will not have additional training provided by the Contracting Officer.
4. The cost of the election will be borne by the LPS; the Contracting Officer will work with the LPS on cost management.

E. *Amendment/ Modification.* Except as otherwise provided, this Contract may not be amended, modified, or changed in any respect except in writing, duly executed by the parties hereto. Both the Contracting Officer and the LPS may propose necessary amendments or modifications to this Contract in writing in order to conduct the election smoothly and efficiently, except that any such proposals must be approved by the Contracting Officer and the governing body of the LPS or its authorized agent, respectively.

F. *Severability.* If any provision of this Contract is found to be invalid, illegal, or unenforceable a court of competent jurisdiction, such invalidity, illegality, or unenforceability shall not affect the remaining provisions of this Contract and parties to this Contract shall perform their obligations under this Contract in accordance with the intent of the parties to this Contract as expressed in the terms and provisions.

G. *Representatives.* For purposes of implementing this Contract and coordinating activities, the Contracting Officer and the LPS designate the following individuals for submission of information, documents and notice:

For the Contracting Officer:

Doug Ferguson
 Elections Administrator, Burnet County
 220 S. Pierce
 Burnet, TX 78611
 Tel: (512) 715-5288
 Fax: (512) 715-5287
 Email: electadmin@burnetcountytexas.org

For the LPS:

* * *

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 20____.

CONTRACTING OFFICER:

Doug Ferguson, Elections Administrator
Burnet County, Texas

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 20____.

THE LOCAL POLITICAL SUBDIVISION:

Name of Entity: _____

By: _____

Printed Name: _____

Official Capacity: _____

ATTEST: _____