

MUMFORD INDEPENDENT SCHOOL DISTRICT
STUDENT HANDBOOK 2021-22
Grades PK – 12

Please Note: For the 2021-22 school year several policies have been adjusted due to COVID-19 and are noted in this handbook. These are different than last year's policies. Please click on the link: "[COVID Response Plan](#)" to access Mumford's COVID plan, this will include more specific information, guidelines and is updated automatically when changes are made. You can also access this document through the Mumford Website.

Dear Parents and Students:

Welcome to school year 2021-22! 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 policies and procedures contained in the Mumford Student Handbook are designed to provide basic information you and your child will need during the school year. Your teachers are eager to help you prepare for a successful adult life, so study hard. Remember that your success is directly related to your efforts.

This handbook is divided into sections for your convenience:

- **Section I:** includes parental rights and information regarding communications with the school;
- **Section II:** includes important information for both the student and parent and is broken into sections by topic;
- **The Appendix:** contains the school calendar/testing dates and Freedom from Bully Policy.

Unless otherwise noted, the term "the parent", is used to refer 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 this handbook, as well as, the Mumford **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 can be found on the school website www.mumford.k12.tx.us or available in hard copy upon your request. Also, the district's official policy manual is available for review in the Superintendent's Office and an unofficial electronic copy on the school's website.

The Student Handbook is a general reference guide only and is designed to align with board policy and the Student Code of Conduct, a board adopted document intended to promote school safety and atmosphere of learning. The student handbook is NOT meant to be 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 district will follow the board policy and the Student Code of Conduct.

The handbook is updated annually, however, policy adoption and revisions may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify the Student Handbook at any time. Notice of any revision will be provided that is reasonably practical. Although the Student Handbook may refer to rights established through law or district policy, it does not create any additional rights for students and parents. It does not, nor is it intended to, represent a contract between any student or parent and the district.

The school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. Please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number.

Monitor your child's academic progress and contact teachers to discuss concerns. If conferences are requested please attend, or parents can request conferences as needed. To schedule a conference with a teacher or administration please call the school office (979) 279-3678 to make an appointment.

After reading through this handbook with your child, please keep it for reference throughout the year. For questions about the material in this handbook please contact the Superintendent. Accessibility: If you have difficulty accessing the information in this document because of disability, please contact 979-279-3678.

Please, read, complete, sign and return the Required Student Forms packet. This was sent home on the first day of school. This packet includes required documents that parents need to complete, sign and return.

Dr. Allen Reese
Superintendent

STUDENT HANDBOOK

TABLE OF CONTENTS

SECTION I: PARENTAL RIGHTS AND INFORMATION

CONSENT, OPT-OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation.....	Page 5
Consent to Human Sexuality Instruction.....	Page 5
Consent to Mental Health Care Service.....	Page 5
Consent to Receive Parenting and Paternity Awareness Instruction.....	Page 5
Consent to Display a Student’s Original Works and Personal Information.....	Page 6
Consent to Video or Record a Student.....	Page 6
Corporal Punishment.....	Page 6
Limiting Electronic Communications with Students by District Employees.....	Page 6
Release of Directory Information.....	Page 6
Directory Information for Non-School Related Use.....	Page 6
Directory Information for School Related Use.....	Page 6
Release of Student Information to Military and Institutions of Higher Education.....	Page 7
Participation in Third-Party Surveys.....	Page 7
Opting Out of Other Survey.....	Page 7

REMOVING A STUDENT OR EXCUSING A STUDENT FROM INSTRUCTION

Excusing Student from Reciting a Portion of the Declaration of Independence.....	Page 7
Excusing a Student from Reciting the Pledges.....	Page 7
Religious or Moral Beliefs.....	Page 8
Tutoring or Test Preparation.....	Page 8

RIGHT OF ACCESS TO STUDENT RECORDS AND MATERIALS

Instructional Materials.....	Page 8
Notices of Certain Student Misconduct to Noncustodial Parent.....	Page 8
Participation in Federally Required, State-Mandated, and District Assessments.....	Page 8
Student Records.....	Page 8
Teachers and Staff Professional Qualifications.....	Page 10

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families.....	Page 10
Parental Role in Certain Classroom.....	Page 10
Safety Transfers.....	Page 10
Service/Assistance Animals.....	Page 10
Students in the Conservatorship of the State (Foster Care).....	Page 10
Students Who Are Homeless.....	Page 11
Students Who Have Learning Difficulties or Who Need Special Education or 504 Services.....	Page 11
Special Education Referrals.....	Page 11
Section 504 Referrals.....	Page 12
Notification to Parent of Intervention Strategies Provided in General Education.....	Page 12
Students Who Receive Special Education Services with other School-Aged Children.....	Page 12
Students Who Speak a Primary Language Other than English.....	Page 12
English Learners.....	Page 12
Students with Physical or Mental Impairments.....	Page 12
Special Programs.....	Page 13

COMMUNICATION

Parent and Family Engagement.....	Page 13
Communication with the School.....	Page 13
Parent Phone Number and Address - Emergency Medical Forms.....	Page 14
Volunteers.....	Page 14
Accountability Under State and Federal Law.....	Page 14
Process and Procedures for Complaints or Concerns.....	Page 14
Discipline.....	Page 14
Nondiscrimination Statement.....	Page 15
Withdrawing from School.....	Page 15

SECTION II: IMPORTANT INFORMATION FOR PARENTS & STUDENTS

ACADEMIC INFORMATION

Graduation Guide.....	Page 15
Academic Counseling.....	Page 15
Personal Counseling.....	Page 16
Counseling.....	Page 16
Academic Testing.....	Page 16
Standardized Testing STAAR 3-8 th Grades.....	Page 16
Failure to Pass on STAAR - ALC.....	Page 16
Standardized Testing Above Grade Level.....	Page 17
Personal Graduation Plan – Middle School.....	Page 17
Standardized Testing – EOC STAAR – High School.....	Page 17
Failure to Pass on EOC STAAR.....	Page 17

Personal Graduation Plan	Page 17
Standardized Testing for Student in Special Programs	Page 17
Grading Guidelines	Page 17
Language Arts Average	Page 18
Promotion and Retention Policy	Page 18
Summer School	Page 19
Parent Grade Portal – TxConnect	Page 19
Report Cards and Progress Reports	Page 19
Parent Teacher Conferences	Page 19
Tutorials	Page 19
High School Requirements for a Diploma	Page 20
Testing Requirements for Graduation – End of Course Assessments (EOC)	Page 20
Students With Disabilities	Page 20
FAFSA or TASFA	Page 20
Certificates of Coursework Completion	Page 21
Foundation Graduation Program	Page 21
Performance Acknowledgment	Page 21
Chart for Graduation Requirements	Page 22
Physical Activity for Students	Page 23
Physical Fitness Assessment	Page 23
Armed Services Vocational Aptitude Battery Test	Page 23
Monday Night Folders	Page 23
Textbooks, Electronic Textbooks, Technological Equipment & Other Instructional Materials	Page 23
Library and Library Books	Page 23
School – Sponsored Field Trip	Page 23
Career and Technical Education (CTE) Programs	Page 23
Awards and Honors	Page 24
Voter Registration	Page 24
<u>ATTENDANCE/ABSENCES</u>	
Importance of Attendance	Page 24
Compulsory Attendance	Page 24
Exemptions to Compulsory Attendance	Page 24
Failure to Comply with Compulsory Attendance	Page 25
Attendance for Credit or Final Grade	Page 25
Official Attendance-Taking Time	Page 26
Students Absent from School	Page 26
Late to Class/School	Page 27
Make-Up Work Due to Absence	Page 27
Make-Up Work for Students in DAEP or In-school Suspension	Page 27
Participation in Extra-Curricular Activities	Page 27
Driver License Verification	Page 27
Leaving Campus	Page 27
<u>SCHOOL DAY</u>	
Bell Schedules	Page 28
Before and After School	Page 29
Homeroom Time	Page 29
Pledges of Allegiance and Minute of Silence	Page 29
Prayer	Page 29
Changing of Classes	Page 29
<u>CONDUCT - STUDENT BEHAVIOR</u>	
Applicability of School Rules	Page 29
Campus Behavior Coordinator	Page 29
Disruptions of School Operations	Page 30
Dress Code	Page 30
Face Coverings/Masks	Page 30
Academic Dishonesty	Page 31
Gum	Page 31
School Telephone Use	Page 31
Cell Phone and Telecommunication Devices	Page 31
Electronic Devices such as: Earbuds, IPODS, MP3 Players, PSP's, etc.	Page 31
Instructional Use of Personal Telecommunications and other Electronic Devices	Page 31
Acceptable Use of District Technology Resources/Computer Resources	Page 31
Unacceptable and Inappropriate Use of Technology	Page 31
Assaults	Page 32
Bullying	Page 32
Dating Violence, Discrimination, Harassment and Retaliation	Page 33
Hazing	Page 34
Gang Free Zones	Page 34
Drug - Alcohol Use	Page 34
Tobacco and E-Cigarettes Prohibited	Page 35

Weapons	Page 35
Law Enforcement Agencies	Page 35
Laser Pointers	Page 35
Distribution of Materials	Page 36
Messages and Delivery of Items to Students	Page 36
Public Display of Affection	Page 36
Celebrations	Page 36
Dances/Social Events	Page 37
Visitors – Parents	Page 37
Visitors – Others	Page 37
Visitors Participating in Special Programs for Students	Page 37
<u>SCHOOL FACILITIES</u>	
Respecting School Property	Page 38
Vandalism/Damage to School Property	Page 38
Food Nutritional Services	Page 38
Lunch Time	Page 38
Drinks and Snacks / Vending Machines	Page 38
Playground Rules	Page 38
Gym Rules	Page 38
School Buses and Other School Vehicles	Page 38
Students Driving On Campus.....	Page 39
Parking Areas	Page 39
<u>SAFETY</u>	
General Safety	Page 39
Automated Emergency Communications	Page 40
Blackboard Connect.....	Page 40
Non-Emergency	Page 40
Preparedness Drills.....	Page 40
Mental Health Support	Page 40
Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children	Page 41
Searches	Page 42
Trained Dogs	Page 42
Electronic Devices.....	Page 42
Video Cameras	Page 43
Desks and Lockers	Page 43
Lost, Damaged, or Stolen Items	Page 43
Asbestos Management Plan	Page 43
Pest Management Plan	Page 43
<u>HEALTH</u>	
Medicine at School	Page 43
Student Illness or Injury at School	Page 44
Physical and Mental Health Resources	Page 44
Policies and Procedures Promote Physical and Mental Health	Page 44
School Health Advisory	Page 45
Student Wellness Policy	Page 45
Health Screenings	Page 45
Spinal Screening Program	Page 45
Diabetes	Page 45
Immunization	Page 45
Bacterial Meningitis	Page 46
Food Allergies	Page 46
Head Lice	Page 46
Psychotropic Drugs	Page 46
Seizures	Page 46
Steroids	Page 47
School Accident Policy	Page 47
<u>EXTRA-CURRICULAR ACTIVITIES</u>	
Travel	Page 47
Physical Examination	Page 47
Standards of Behavior	Page 47
Cheerleaders	Page 47
UIL Eligibility	Page 47
National Honor Society	Page 48
Letter Jackets	Page 49
<u>APPENDIX</u>	
Appendix I: Glossary	Page 50
Appendix II: School Calendar.....	Page 52
Appendix III: Academic Testing	Page 53
Appendix IV: Freedom From Bullying Policy	Page 55

MUMFORD INDEPENDENT SCHOOL DISTRICT

STUDENT HANDBOOK 2021-22

Please save handbook for reference.

SECTION I: PARENTAL RIGHTS AND INFORMATION

This section of the Mumford Student Handbook includes information related to certain rights of parents as specified in state or federal law. It also contains general information about communication with parents.

CONSENT, OPT-OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. **Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification: As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. Living WELL Aware™ Adolescent Health Program (formerly known as Scott & White Wellness & Sexual Health and prior Scott and White Worth the Wait) for this purpose. The Living WELL Aware™ Adolescent Health Program is designed as an all-inclusive, data driven curriculum founded on the medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors. Based on the probable consequences of adolescent risk behavior, the safest and healthiest choice for teens is to refrain from risky behaviors by establishing healthy habits and relationships. Through interactive activities within well-structured lessons, students are provided with useful skills and up-to-date information enabling them to make healthy decisions in all respects of their lives.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See Complaints and Concerns (All Grade Levels) on page 14 and FNG(LOCAL).

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

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

Consent Before Instruction: Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction.

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's designated administrator will notify the student's parent within a reasonable amount of time after they learn that a student has displayed early warning signs and provide information about available counseling options. The district has also established procedures for staff to notify the designated administrator regarding a student who may need intervention. Please contact school administration or Dean of Students at 979-279-3678. Further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus, can be provided. [See **Mental Health Support** on page 40.]

Consent to Receive Parenting and Paternity Awareness Instruction if the 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 Texas State Board of Education, is incorporated into the district's health education classes.

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

Teachers may display students' work, which may include personally identifiable student information, in classroom 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 Video or Record a Student When Not Otherwise Permitted by Law

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

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

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

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

Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual. If you do not want corporal punishment to be administered to your child as a method of student discipline, please submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child. You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student. **Note:** If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by the 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. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have question related to the use of electronic media by district employees, please contact the campus principal.

Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to designate certain personal information about students as "directory information" from a student's educational records without written consent. This "directory information" will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. See the "Required Parent Forms" sent home with students on the 1st day of school.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests.

Directory Information for Non-School Use

For Non-School sponsored purposes "directory information" will include student name, phone number, and address.

Directory Information for School Related Use

The district often needs to use student information for the following school sponsored purposes: yearbook, school newspaper, student recognition activities, school programs, news releases, and graduation activities and preparations. For specific school-sponsored purposes, "directory information" can include: student's name, address, phone number, photograph, grade level, honors and awards received, participation in officially recognized activities and sports, weight and height, if a member of an athletic team. If you do not object to the use of your child's information for these 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.

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

Unless a parent has advised the district not to release his or her student's information, Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's: Name, Address, and Telephone listing. Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

See Consent to Human Sexuality Instruction on page 5 for information on a parent's right to remove a student from any part of the district's human sexuality instruction.

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

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

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

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

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

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

Reciting the Pledges to the US Flag and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States Flag and the state flag. The request must be writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. 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 beliefs or moral beliefs. The removal cannot be for purpose of avoiding test or extend for an entire semester. Your child must satisfy grade-level and graduation requirements determine by state law.

Tutoring or Test Preparation

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

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.
- The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.
- In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services. [For questions about school-provided tutoring programs, contact the student’s teacher and see policies EC and EHBC. See **Standardized Testing** on page 16 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent, may request in writing that he or she be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to your 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

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

Student Records

Accessing Student Records: A parent may review his or her child’s 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: The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 5, are the right to:

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

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

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

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

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

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include: board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a person appointed to serve on a team to support the district's safe and supportive school program; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information [see **Objecting to the Release of Directory Information** on page 6 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 superintendent 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.

You may contact the custodian of records for currently enrolled students and students who have withdrawn or graduated at: 9755 FM 50 Mumford TX 77807. 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). The district's policy regarding student records found at policy FL is available from the superintendent's office or www.mumford.k12.tx.us. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Teachers and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether the teacher has state qualification and licensing criteria for the grade levels and subject area in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; 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 paraprofessionals 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.

The district will excuse absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty; is on leave from, or is returning from a deployment of at least four months. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at [Military Family Resources at the Texas Education Agency](http://tea.texas.gov/index2.aspx?id=7995) website: <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings: State law permits a parent of multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, to request in writing that the children be placed either in the same classroom or in separate classrooms. Written requests must be submitted no later than the 14th day after the students' enrollment. [See FDB(LEGAL).]

Safety Transfers

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832. The board may transfer a student who has engaged in bullying to another classroom. Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 32, and policies FDB and FFI for more information.] The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to [another district campus **Or** a neighboring district] if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will award partial course credit when the student only passes one half of a two-half course.

A student who is 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.

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;

- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** and **Course Credit** in the Graduation Guide, and **Students in Special Programs** on page 13).

Please contact Allen Reese who has been designated as the district's foster care liaison, at 979-279-3678 with any questions.

Students Who Are Homeless

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

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

Federal law allows a student who is homeless 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.

If a homeless student in grade 11 or 12 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.

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.

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the district's homeless education liaison, Allen Reese at 979-279-3678.

Students Who Have Learning Difficulties or Who Need Special Education or 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 whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline. If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals: The designated contact person regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Allen Reese, or Melissa McDonough at 279-3678. For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee through Robertson County Special Services, Rosemary Wilganowski.

Section 504 Referrals

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

Contact person for 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: Allen Reese, 9755 FM 50, Mumford Texas, 77807. Phone number: 979-279-3678.

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

- [Legal Framework for the Child-Centered Special Education Process](#)
Or website: <http://framework.esc18.net/display/Webforms/LandingPage.aspx>
- [Partners Resource Network](#) or website: <http://prntexas.org/>
- [Special Education Information Center](#) or website: <http://www.spedtex.org/>
- [Texas Project First](#) or website: <http://www.texasprojectfirst.org/>

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

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

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 contact 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.

English Learners (All Grade Levels)

A student who is an English 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 learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English 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 learners who qualify for services.

If a student is considered an English 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.

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 needs services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

Students In Special Programs

The District provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia and students with disabilities. The campus principal can answer questions about eligibility requirements and programs and services offered in the District. A student or parent with questions about these programs should contact the campus principal. The Title I Parent Involvement Coordinator who works with parents of students participating in Title I is Allen Reese and may be contacted at 279-3678. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html), at <https://www.tsl.texas.gov/tbp/index.html> which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

COMMUNICATION

Parent and Family Engagement (All Grade Levels)

Working Together: Both experience and research tells 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 everyday 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 15.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 979-279-3678] 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 19.]
- Becoming a school volunteer. [See Volunteers on page 14 and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact: Allen Reese, 9755 FM 50, Mumford Tx 77807, 979-279-3678.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See School Health Advisory Council (SHAC) on page 45 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Wednesday of the month at 7:00 pm in the board room of the Main Building. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the main building. [See policies BE and BED for more information.]

Communication with the School

Good communication between home and school regarding a child's education is more than a "plus": It's essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, and student work for parents to review and sign. It continues into interaction: messages and phone calls from teachers and school, open house or back-to-school nights. Communication also includes requests for conferences - initiated by the school or the parent - to discuss student progress, to find out more about the curriculum and how the parent can support learning, or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher or administrator should call the school office at 279-3678 for an appointment, or contact personnel through emails. Generally, a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times before or after school might be arranged as well.

Mumford ISD Website/Facebook: A great resource for parents to utilize is the Mumford ISD Website, www.mumford.k12.tx.us. On our website, parents can easily access staff emails, keep apprised on upcoming events, find out campus STAAR results, and district and campus accountability, as well as other information. Also, Mumford ISD is on facebook, please "like and follow" us on facebook to automatically receive information we post.

Mumford Home Bulletin: This document is created and printed by the office every Monday. A copy is given to students each Monday to communicate with parents and students the different events coming up; such as 6 weeks tests dates, extra-curricular activities, report card distribution, school wide elections, and student accomplishments. This is a great tool for parents to have to stay up to date on the happenings at Mumford. Copies of these bulletins can also be found on the Mumford website and are uploaded on our facebook account.

Parent Phone Numbers and Addresses - Emergency Medical Forms

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address. Parents must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. A parent may update contact information by calling the school office.

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. Emergency care consent forms are extremely important, and the information needs to be up-to-date including: name of doctor, emergency phone numbers, allergies, etc.

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Volunteers (All Grade Levels)

Due to COVID-19, volunteers and visitors will be limited. They must be pre-approved through the Superintendent and on a case by case basis. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for more specific information, guidelines, and the most up-to-date information. If COVID-19 restrictions are completely lifted the normal policy is as follows: 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 Barbara Brannon for more information and to complete an application. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Accountability Under State and Federal Law

Mumford 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.mumford.k12.tx.us Hard copies of any report are available upon request at the district's administration office. TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](http://tea.texas.gov/perfreport/) website: <http://tea.texas.gov/perfreport/>.

Process and Procedures for Complaints or Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. If satisfactory adjustments are not made, go to the next person in line of authority. Failure to do so could hinder your chances of an adequate settlement. If the problem concerns a child or teacher, please contact the teacher first, if it is still not resolved then contact an administrative staff (Dean of Students, Assistant Principal, or Superintendent). For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaint/Grievances policy at FNG(LOCAL). The policy can be viewed in the district policy manual, available on the district website at: <http://www.mumford.k12.tx.us/boardpolicy.html>. The complaint form can be assessed at the principal's or superintendent's office. Should a student or parent 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 students 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.

Discipline

Helping children to develop self-discipline and to conduct themselves in an acceptable manner is a major behavioral objective of the school as well as the home. Certain laws, rules, and regulations are necessary in any societal group and are meant to serve as guidelines to acceptable behavior as well as deterrents to unacceptable behavior. The school has disciplinary authority over a student in accordance with the Student Code of Conduct. This responsibility carries with it authority to administer punishment for misbehavior. Authority to administer punishment for misbehavior is

vested in the Superintendent or Principal of the school. The principal may delegate this responsibility to the teachers. The administration of corporal punishment may be used if deemed necessary by the Superintendent or Principal. Persistent misconduct and attitudes considered detrimental to the school are not tolerated, and parents will be contacted when pupils begin to get into difficulties that might lead to suspension. For transfer students, misconduct may result in revocation of student transfer. All students will be expected to abide by the Code of Conduct of the Mumford ISD.

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Allen Reese, Superintendent, 9755 FM 50, Mumford Tx 77807, 979-279-3678, atreese@mumford.k12.tx.us. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The superintendent has been designated to address concerns or inquiries about discrimination, and concerns regarding discrimination on the basis of disability, (ADA/Section 504 Coordinator): Allen Reese, 9755 FM 50, Mumford Tx 77807, 979-279-3678, atreese@mumford.k12.tx.us. [See policies FB, FFH, and GKD for more information.]

Withdrawing from School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office. A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

SECTION II: IMPORTANT INFORMATION FOR PARENTS & STUDENTS

Topics in this section of the 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 by topic and there is a table of content in the front to help you and your child find topics easily. Should you be unable to find the information on a particular topic, please contact the main office at (979)279-3678.

ACADEMIC INFORMATION

Graduation Guide

For students in grades 9 -12th a Mumford Graduation Guide will be provided yearly, as a separate handout, with important information on academic issues such as graduation requirements, courses/credits, honors and advanced coursework, student classification, grading and class ranking, college tests, and information for after high school.

Academic Counseling

Elementary and Middle/JH Grade Levels: The school counselor will provide information to students and parents to talk about college and university admissions, and 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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;*
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.
- Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or mental health issues or substance abuse. A student who wishes to meet with the school counselor should come by the office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for resources that may be of assistance. If your child has experienced trauma, contact the school counselor for more information. [See Mental Health Support on page 40 and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children on page 41, and Dating Violence on page 33].

Counseling

The district has a comprehensive school counseling program that includes:

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

The district will make a preview of the program available to parents to review.

Academic Testing

In order for students to do their best on any test, they must be comfortable and alert. Parents are encouraged to be aware of their child's schedule and to assure that the child comes to school every day – but especially on test days – with: A good night's sleep; good breakfast; and dressing for the weather or temperature inside the testing center.

STANDARDIZED TESTING

STAAR Grades 3–8 (State of Texas Assessments of Academic Readiness)

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math - ALC

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

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

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

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 14 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Personal Graduation Plans - Middle or Junior High School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

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

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

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

[See **Personal Graduation Plans further down** on page 17 for information related to the development of personal graduation plans for high school students.]

High School Courses End-of-Course (EOC) Assessments for Students in Grades 9–12

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

- Algebra I
- English I and English II
- Biology
- US History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment. 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.

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 annual, 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.

Also see the **Graduation Guide** for more information and on College Entrance Tests (SAT, ACT, and TSI).

Failure to Perform Satisfactorily on an EOC

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

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

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plan

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment test 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 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.

Grading Guidelines

Grades will be calculated on a 100-point scale:

100 - 90	=	A
89 - 80	=	B
79 - 70	=	C

Each six weeks a grade will be given per class. At least 60% of the six-week grade must come from test grades. Test grades may be single grades for specific assignments (end-of-unit assessment, major projects, tests, etc). Daily grades, homework, notebooks, projects, etc. are counted as 40% of the six-weeks grade.

Six Weeks Tests: Students in Grades 2 – 12 are required to take a six weeks exam at the end of a six weeks, which count as 2 test grades. Students in 1st grade are required to take a six weeks tests starting 2nd semester in Math, Language and Reading.

Semester Tests: Students in Grades 9 – 12 are required to take a final exam at the end of a semester, which counts as 20% of the semester grade.

Late Work: All work assignments not turned in on time will have ten (10) points deducted for each day that it is late, up to four (4) days after the due date. After the four day period, the student is expected to turn in the work, but will receive a grade no higher than 50%.

Re-Tests: If a re-test is given to a student, the grade recorded will be an average of the two test grades, with the final grade no higher than a 70.

Language Arts Average

The language arts grade is calculated by averaging several language skills and components. This language arts average is used in determining extra-curricular eligibility and retention.

In Kindergarten: the reading, language, and phonics grades will be composed of daily work (40%) and tests (60%). The Language Arts Average will be reading (40%), language (40%) and phonics (20%).

In Grades 1 – 2: the reading grade will be composed of daily work (30%), oral reading (10%), and tests (60%). The test grade will be composed of an Accelerated Reading grade (entered as 1 test grade), a six weeks exam (entered as 2 test grades) and other tests grades. The language grade is composed of daily work (25%) and tests (35%) and writing (40%). Phonics and Spelling grades will be composed of daily work (40%) and tests (60%). The English/Language Arts average is composed of reading (40%), language (40%), spelling (10%) and phonics (10%).

In Grade 3: the reading grade which includes oral reading, phonics, and reading comprehension is composed of daily work (40%) and the reading test grade (60%). The test grade will include an Accelerated Reading grade (entered as 1 test grade), a six weeks exam (entered as 2 test grades) and other test grades. The language grade is composed of daily work (20%), tests (30%) and writing (50%). The spelling grade will be composed of daily work (40%) and tests (60%). The English/Language Arts average is composed of reading (50%), language (40%) and spelling (10%).

In Grade 4 - 8: the reading grade which includes oral reading, phonics, and reading comprehension is composed of daily work (40%) and the reading test grade (60%). The test grade will include an Accelerated Reading grade (entered as 1 test grade), a six weeks exam (entered as 2 test grades) and other test grades. The language grade consists of writing daily work (15%), writing tests (25%), grammar daily work (20%), grammar tests (30%), spelling daily work (5%) and spelling tests (5%). The English/Language Arts average is composed of the reading grade (50%) and language (50%).

Promotion and Retention Policy

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

Grades K – 2: a student should attain an average of 70 or above in both language arts and mathematics in order to be promoted from one grade level to the next. In addition, a student shall attain for the year an overall average of 70 or above which is derived by averaging the final numerical grades for language arts and mathematics.

The District may grant promotions or retention using assessment methods other than numerical scores.

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Grades 3 -8th : a student shall attain an average of 70 or above in three of the following subjects: language arts, mathematics, social studies, and science to be promoted from one grade level to the next. In addition, a student shall attain an overall average of 70 or above for the year in courses taken.

The following criteria will also be considered for promotion or retention for Grades K – 8th:

1. The student's performance on STAAR/TAKS or ITBS. **Students failing 1 or more grade level STAAR tests may be retained.**
2. Extenuating circumstances that may have contributed to the student's performance during any period during which, or any examination on which, the student's performance was inconsistent with the pupil's overall performance.
3. The opinion of the student's parents and teachers regarding grade level advancement of the student.
4. Other factors the District considers important.

For the 2021–22 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020-21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Grades 9 – 12th : a student will be advanced a grade level based on the number of course credits earned. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. Students will also have multiple opportunities to retake EOC assessments. See also the Graduation Guide for specifics.

Summer School - Notice to Parents of Retention/Promotion

Mumford ISD offers a summer school program for remediation and enrichment. Summer school is offered for students in grades K - 8th focusing on core subjects offered throughout the year. At the end of each school year the office reviews each student's progress by looking at such factors as: classroom grades, ITBS achievement testing scores, STAAR scores, and teacher recommendations and then compares those items to the local policy on promotion and retention. After analyzing the data on each student, the office will send out letters to parents whose children show an area of concern and will notify parents about their child's summer school status and promotion to the next grade. If your child is performing above grade level and has no areas for concern then parents will receive NO letter.

The summer school letter will say one of following:

- **Student is promoted to next grade - Summer Program recommended:** (Somewhat concerned about an area of the students' academic progress- It is suggested to receive help in summer, but not required to attend summer school).
- **Summer school required - If student is not in summer school they will be retained:** (Student seemed to struggle during the school year they MUST attend summer school in order to be promoted to the next grade).
- **Student is being retained - Summer school recommended:** (Highly concerned about student's academic progress, student is not prepared to go to next grade, summer school is recommended for student).

Parent Grade Portal - TxConnect

Parents can access their child's grades through the txConnect program, a link is found on the school website: www.mumford.k12.tx.us. This is a way to keep up with your child's assignments, test scores, averages and daily work grades. Please become familiar with this program. For more information contact Barbara Brannon. Also, keep in mind that the program does have a 24 hour delay from the time teachers enter grades and you viewing the updates.

Report Cards and Progress Reports

Written reports of your child's grades or performance and absences in each class or subject are issued at least once every three (3) weeks. At the end of the first three weeks of a grading period, parents will receive a progress report of your child's performance in his/her courses. At the end of each six- (6) week's period, a report card will be sent home with your child.

Please take time to review the report card and to see comments from the teacher, as well as, if conferences are requested. Report cards and progress reports must be signed by the parent and returned to the school. Teachers follow grading guidelines pursuant to the board-adopted policy and 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 the teacher did not follow the District's grading policy. The Board's decision is not subject to appeal. 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). Report cards need to be signed by the parent and returned to the school.

Parent Teacher Conferences

Due to COVID-19, unplanned visitors are discouraged. Scheduled conferences with parents should be held in person when possible, conferences can also be held virtually as an additional option. Please click on the link: "[COVID Response Plan](#)" or go the Mumford Website for more specific information, guidelines, and the most up-to-date information.

It is recognized that a close and cordial relationship between parents and school personnel will enhance student achievement. District personnel will communicate and work closely with parents in an effort to improve academic performance and/or establish workable solutions to student behavior problems. A general conference for parents to provide an overview of district and classroom behavior expectations may be completed through an Open House or Meet the Teacher night. It is very important to attend these conferences marked on report cards.

Other conferences may be held at the request of the parent or school personnel for several reasons including:

1. Problems arise relating to a student's academic achievement.
2. Problems with student behavior
3. There are excessive absences or tardies.

As a parent, if you would like a conference, you can call the teacher to schedule it or send a message via email. Please pay close attention to report cards because this is the main way teachers notify parents that a conference is needed.

Tutorials

All buses will leave the school at 3:15 p.m. Teachers will offer tutorials for students at least once a week till 4:00. Some teachers have multiple days for tutorials. If your child's teacher request for them to attend tutorials, please be you're your child is staying. Parents are responsible for arranging transportation. Please discuss any concerns you have with your child's teacher. If parents have concerns and the teacher has not requested tutorials, then parents can request they stay and receive extra help. If your child failed the STAAR test in the previous year, intervention programs may be occurring after school, and attendance is required.

High School Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Achieve passing scores on certain end of course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of state credits;
- Complete any locally required courses in addition to the ones mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE) – this is met by taking a Speech course; AND
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). – This is NEW for the 2021-22 seniors and thereafter.

Please Note: More information about High School Requirements can be found in the High School Graduation Guide.

Testing Requirements for Graduation – End of Course Assessments (EOC)

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

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

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities 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. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations. Failure to attend accelerated instruction may result in violations of required school attendance. 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.

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(LLEGAL).]

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

FAFSA OR TASFA – NEW Requirement For 2021-22 Seniors and Thereafter

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). FAFSA applications open on October 1st for seniors. Additional information on FAFSA applications can be found in this packet under College and Career Information, page 9. Scholarships Please visit the Mumford Website for resources and information regarding financial aid applications: <https://www.mumford.k12.tx.us/page5.html>. Stay up to date with Mumford School's Home Bulletin to get updates, reminders, and information on FAFSA application night.

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

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

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA, the student must submit a copy of the application to the counselor.

Certificates of Coursework Completion

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

Foundation Graduation Program

Every student in a Texas public school graduate under the “foundation graduation program.” Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include, explained below. Endorsements earned by a student will be noted on the student’s transcript. A student can complete the foundation graduation program with a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will also be completed for each high school student.

*** Foundation Program Without an Endorsement: 22 credits**

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.

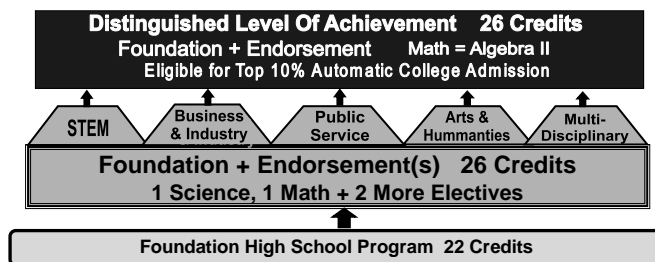
*** Foundation with Endorsements: Requires 26 credits.** Endorsements are career paths of interest. A student must specify upon entering 9th grade which endorsement he or she wishes to pursue:

- **STEM:** Science, Technology, Engineering, and Mathematics
- **Business and Industry:** Marketing, accounting, finance, graphic design, welding, automotive, agriculture
- **Public Services:** Health Science, education, hospitality, culinary
- **Arts and Humanities:** Literature, world languages, cultural studies, fine arts, history
- **Multidisciplinary Studies:** Variety of courses from any of the other 4 endorsements

*** Distinguished level Of Achievement: Requires 26 credits.** Students will complete the Foundations Program plus:

- Have one endorsement
- AND
- Earn credit in Algebra II as one of the required advanced mathematics credits.

Only students on this plan can be considered for automatic admission purposes to a Texas four -year college or university.



Performance Acknowledgments: A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in:

- bilingualism and biliteracy
- dual credit course
- Performance on an AP or IB exam
- On certain national college preparatory and readiness or college entrance exams;
- or for earning a state recognized or nationally or internationally recognized license or certificate.

The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

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

GRADUATION REQUIREMENTS FOR FOUNDATION PROGRAM

Subject Area	Mumford Foundation Program	Mumford Foundation With Endorsement	Mumford Distinguished Level Of Achievement (Foundation w/ Endorsement)
English	4 Must include: English 1, 2, 3, and an advanced English	4 Must include: English 1, 2, 3, and an advanced English	4 Must include: English 1, 2, 3, and an advanced English
Mathematics	3 Must include: Alg I <u>and</u> Geometry <u>and</u> 1 advanced Math	4 Must include: Alg I, Geom., <u>and</u> 2 Advanced Math	4* Must include: Alg I, Geom., <u>and</u> 2 Advanced Math MUST INCLUDE: Alg II
Science	3 Must include Biology	4 Must include Biology	4 Must include Biology
Social Studies	4 Must include: Govt, Econ, US History, W. History, <u>and</u> W. Geography	4 Must include: Govt, Econ, US History, W. History, <u>and</u> W. Geography	4 Must include: Govt, Econ, US History, W. History, <u>and</u> W. Geography
Fine Arts	1	1	1
Foreign Language ***	2	2	2
Physical Education **	1	1	1
Locally Required Electives			
Speech	.5	.5	.5
Health	.5	.5	.5
Computer	1	1	1
Other Electives	2	4	4
Endorsements		Endorsements: STEM Business & Industry Public services Arts and Humanities Multidisciplinary	Endorsements: STEM Business & Industry Public services Arts and Humanities Multidisciplinary
TOTAL CREDITS	22	26	26

Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

** Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Physical Activity for Students

For information regarding the District's adopted policies regarding elementary, middle, and junior high school student physical activity requirements, please see the principal. Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment

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

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 principal for information about this opportunity.

Monday Night Folders

Every Monday, students in grades PreK – 5th will bring home a folder with tests and papers they have completed the previous week. Some older grades also utilize Monday Night Folders. Be sure to check with your child's teacher about this communication tool. Parents will be expected to sign all papers that the teacher has noted should be signed in the folder. Parents will also be expected to sign the outside of the folder. Signed papers need to be returned on Tuesday with the folder. This will give parents an opportunity to see what their child has done. It is recommended that parents spend some time discussing the papers with their child and reward him/her for good work and discuss ways to improve poor work. A reward can simply be telling them you are proud of their good work or it can be material goods, such as an extra snack, special privileges, money, etc. Parents, please ask your child for the Monday Night Folder, and see that it is returned on Tuesday.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Textbooks and other district-approved instructional materials are provided free of charge for each student or class; students are required to use these books carefully. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. Any books must be covered by the student, as directed by the teacher; students who are issued a damaged book should report that fact 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. A fine may be assessed for failure to keep books properly covered. Report cards will be held by the school if book fines are not paid.

Library and Library Books

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading. The library is open for classroom groups for teachers to sign up for times. Students may use the library only when allowed by the teacher and with a library pass. Students are responsible for library books checked out in their name. Any lost or damaged library book must be paid for by the student/parent or guardian; the charge will be the replacement cost of the item. Students may be denied the ability to check out additional books until they return or pay for lost books. Report cards will be held by the school if library fines are not paid.

School-sponsored Field Trips

Due to COVID-19, field trips are subject to approval on a case by case basis. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information. If COVID-19 restrictions are completely lifted the normal policy is as follows:

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student may not be denied participation because of financial need.

Career and Technical Education (CTE) and Other Work-Based Programs

Grades 9 – 12th: Mumford ISD offers career and technical education programs in Agriculture, Food, & Natural Resources, Business, Management & Administration, and Arts, AV Technology & Communication. Admission to these programs is based on class availability, interest and aptitude, and age appropriateness. District policy prohibits discrimination 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.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [See **Nondiscrimination Statement** on page 15 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Awards and Honors

Perfect Attendance Award: Students not missing any days during the Six Weeks will be rewarded with a party. Students with perfect attendance for the semester will be rewarded with a pizza party. A student will be counted present if an absence is due to a doctors appointment **only** if the student is at school during some part of that same day and if they turn in a note from the doctors office.

Honor Roll Award: Students making the Honor Roll each six weeks will be issued an Honor Roll Certificate and will be rewarded with a party. Students making the Gold Honor Roll for the semester will be rewarded with a pizza party. The Honor Roll consists of the Gold Award – all A's; the Silver Award – all A's and 1 B; and the Bronze Award – all A's and 2 B's. **For Honor Roll purposes in grades K - 2nd and 9 - 12th** all subjects on the report card will be used, except the Language Arts Average. **For Honor Roll purposes in grades 3 – 8th** all grades on the report card will be used except Spelling and the Language Arts average. Language arts averages are used in grades 3 – 8th for UIL extra curricular eligibility.

Awards Day: An Awards Day will be held at the end of the school year. Some of the awards that will be presented at the awards ceremony will include:

Gold honor roll for the year	All A's in a subject for the year
Citizenship	Perfect Attendance
Excellent Attendance (missed 1 day)	Top A.R. readers
Sports	Other extra-curricular activities
All students in Pre-K (3) and Pre-K (4) will receive an award for completion of their year.	

Voter Registration

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

ATTENDANCE/ABSENCES

Importance of Attendance

Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day's learning on that of the previous day, 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, eg., 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 in the following sections.

Compulsory Attendance

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

Ages 6 and 18: 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 an applicable area state assessment.

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.]

Compulsory Attendance - Exemptions

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;

- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- 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. Please see page 10 for that section.

Secondary Grade Levels: The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page 27.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.
- The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.
- The district will allow a student to be absent for up to two days per school year to serve 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; or
- An election clerk, if the student makes up any work missed.

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

Compulsory Attendance - Failure to Comply

All Grade Levels: School employees must investigate and report violations of the 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.

Ages 6 and 18: 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 Allen Reese. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policy FEA(LEGAL).]

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.

Attendance for Credit or Final Grade

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

court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade.

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will 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 consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance for grades Prek – 7th is taken every day during 2nd period, which is from 8:50 – 9:40. For grades 8 – 12th grade it is taken 5th period, which is from 11:20 – 12:10. 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.

Students Absent from School

Due to COVID-19, students will need to be monitored for symptoms by parents prior to attending school each day.

Please click on the link: "["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information. Information regarding lab confirmed positive cases of COVID-19, and requirements that must be met before returning to school is included in that document. Normal policy for illnesses and missing school due is as follows:

It is essential that your child be in school all the time, unless he/she is sick. If applicable, a student's transfer may be revoked, if the student fails to meet attendance standards.

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

Parents note (documentation) after absence: When a student is absent from school, the student - upon returning 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 18 or older or is an emancipated minor under state law. 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. Failure to send a note to the office could result in your child's being counted unexcused, and if so, would be considered in violation of compulsory attendance laws.

Certification of Absence Due to Severe Illness or Treatment: If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Doctor's note due to appointment: after an absence due to illness: Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. If a student leaves early or comes to school late due to a doctor's appointment if the student brings a note from the doctor, he or she will not be counted absent. A student will be counted present if an absence is due to a doctor's appointment **only** if the student is at school during some part of that same day and if they turn in a note from the doctor's office.

Pattern of Absences: Should the student develop a questionable pattern of absences; the principal may require a statement from the doctor or health clinic verifying the illness or conditions that caused the student's absence from school.

Late to Class/School

A student who is tardy to school **MUST** come to the **Front Office** for a **Class Admission Slip** to give to his/her teacher. For Grades Pre K - 7th tardy is 7:45 A.M.; for Grades 8th - 12th tardy is 7:51. If a student is habitually tardy, appropriate consequences will be given, if tardies continue his/her transfer may be revoked. If a student is kept in his/her last class or is in the office when his/her next class begins, the teacher or principal will give him/her a Class Admission Slip to take to his/her next class.

Make-up Work due to Absence

Due to COVID-19, students may need to quarantine at home if they themselves, have been diagnosed with a lab confirmed positive case. School-wide at-home learning is not provided for the 2021-22 school year. Students will be counted absent, and they will need to make up their work. Parents, students and teachers will work together on how best to make up this work and lost instructional time. Normal policy for work missed, may be what is decided and that information is provided below. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information.

It is the student's responsibility to ask the teacher for any assignments missed during their absence. Students who have been absent for any reason are to make up the work they missed in the same number of days they were absent (if they were absent two days, they have two additional days to make up the work). Failure to make up the work will result in a "0" being given on the assignment. Tests assigned prior to a student's absence should be made up immediately upon the student's return to school. A parent may call the school office to request the student's homework assignments. It is suggested the request be made by 10:00 a.m. in order to have the assignments ready to be picked up at 3:15 p.m.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade." A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

Make - up work for students in DAEP or Suspension

DAEP: A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LLEGAL).]

ISS or OSS: Alternative means to receive credit: While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to complete courses: A student removed from the regular classroom to 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(LLEGAL).]

Participation in Extra-Curricular Activities

Students involved in extra-curricular activities, absent from school for any reason other than school-related events or without prior approval of the administration, may not be allowed to participate in school related activities on that day or evening.

Driver License Attendance Verification

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

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 24 for information on excused absences for obtaining a learner license or driver's license.

Leaving Campus

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

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

- A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. If the student drives, students must sign out at the front office before leaving and an attempt will be made to contact a parent prior to release of a student.
- Parents picking up children in grades Pre K - 12th before the end of the school day must sign the student out at the main office, 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.
- The student should obtain all class work that he/she will miss during his/her absence. No students are allowed to leave campus for lunch, with the exception of extreme cases; the principal will decide this. Students, who become ill during the day, must report to the office/nurse with their teacher's permission. The office/nurse will make the decision whether or not the student will be sent home. At the time children are enrolled, the parent or guardian completing the enrollment forms should list those people who are authorized to pick up children during the school day. Unless the office has a current order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the office will release children to either parent.

Seniors Working: Seniors who are employed and need to leave after 7th period may do so ONLY if they have a letter on file with the school from their employer on company letterhead, explaining the need for the student to leave school early. The letter must be accompanied by a letter from the parent acknowledging that their child will be leaving before 3:15 and the reason. Students must sign out each day at the front office before leaving.

SCHOOL DAY

Bell and Teacher Conference Schedules:

Schedules are not a complete day. These are provided to identify breakfast, lunch, teacher conference, and dismissal times.

<u>Pre K -2nd Grades</u>	
7:40	Home Room Time
7:50 - 8:35	Breakfast: Times staggered by grades
10:30 - 11:20	4th Period (Kinder conference)
10:40- 11:10	Pre k 3 – 4 Lunch
11:20 – 11:50	K – 2 Lunch
12:45 - 1:35	6th Period (1st grade conference)
1:35 - 2:25	7th period (2nd grade conference)
3:10	Car Rider/Walker Dismissal
3:15	Bus Rider Dismissal
<u>3rd - 7th Grades</u>	
7:40	Home Room Time
7:40 – 8:25	Breakfast: Times staggered by grades
8:00 – 8:50	1st period
8:50 – 9:40	2 nd period (4 th /5 th grade conference)
9:40 – 10:30	3 rd Period (3rd grade conference)
11:20-11:50	Lunch
3:10	Homeroom – Bus Rider Dismissal
3:15	Car Rider/Walker Dismissal
<u>6th - 12th Grades</u>	
7:30 - 7:45	Breakfast or Homeroom
7:50	Homeroom
7:55	1st period (6/7th grade conference)
8:50	2nd period
9:40	3rd period
10:30	4th period
11:20	5th period
12:10-12:40	Lunch
12:40	6 th period
1:35	7th period
2:25	8th period
3:10	Homeroom – Bus Rider Dismissal
3:15	Car Rider/Walker/Driver Dismissal
8 th – 12 th grade teacher conferences vary – please contact the office or teacher email.	

Before and After School

Due to COVID-19 students **will not be able to enter the buildings till 7:30**. At 7:30 doors will open for students. They should go straight to their homeroom class. Parents, please do not drop your children off before 7:30 as they will not be under supervision. To reduce contact between adults and multiple children parents are **ONLY** allowed in the building on the **FIRST** day of school. After that, parents should not be in the building or hallways before or after school. Students need to be dropped off and picked up at their appropriate locations. Please click on the link: "[COVID Response Plan](#)" or go the Mumford Website for the most up-to-date policies, guidelines, and information.

The school day begins at 7:40 a.m. Once inside students will report to their classrooms. They are to sit in their desks and study. Students in Grades 8 – 12 should either be in the cafeteria eating breakfast from 7:30 - 7:50 a.m. or be in their homeroom. Grades 8 - 12th homeroom bells rings at 7:50.

Students in grades PreK - 7th grade will go to breakfast at the designated times with their teachers.

After school, students not riding the bus should go home immediately after school is out unless they are being supervised by a teacher. THE SCHOOL WILL NOT BE RESPONSIBLE FOR STUDENTS AT THE SCHOOL BEFORE 7:30 A. M. AND AFTER 3:15 P.M. The only exception will be when a teacher is with the students.

Homeroom Time

During the morning, homeroom students should gather all required books needed for the morning. Homeroom time at the end of school should be devoted to cleaning the classroom and gathering items to take home.

Pledges of Allegiance and Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Superintendent to excuse their child from reciting a pledge. [See Reciting the Pledges to the US and Texas Flags on page 7]. State law requires, one minute of silence will 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 information.]

Prayer

Each student has a right to pray individually, voluntarily, and silently 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.

Changing of Classes

Due to COVID-19, students will be asked to social distance as much as possible during the day. Please click on the link: "[COVID Response Plan](#)" or go the Mumford Website for the most up-to-date policies, guidelines, and information.

Students are to keep to the right. Students are to walk, not run. There is to be no talking during the changing of classes. Students are to go directly to their next class and are dismissed from class by the teacher not the bell. Everyone in the class just ending should leave before the next class enters. Students should enter the classroom and take their seats immediately. No student should talk to the teacher when first entering the classroom, but should wait until everyone is seated and the teacher gives permission. Students going between the buildings are to use the sidewalk.

CONDUCT - STUDENT BEHAVIOR

Applicability of School Rules

The board has adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior— on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of the standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During summer instruction, the Student Handbook and Student Code of Conduct in place for the 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 contact information for each campus behavior coordinator is available on the districts website at www.mumford.k12.tx.us and is Allen Reese, email: atreese@mumford.k12.tx.us.

Disruptions of School Operations

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

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

Dress Code

The District's dress code is established to teach grooming, hygiene, prevent disruption, minimize safety hazards, and maintains a positive learning climate. **Students should dress neatly and clothing should cover the body and should fit in a manner to promote modesty** for the age group involved. School board policy prohibits any clothing that, in the principal's judgment may reasonably be expected to cause disruption or be inappropriate for the school environment. Teachers and staff should send students that are out of dress code to the office first thing in the morning, however they can be send at any time during the school day. Students in grades 6-12th who violate the dress code will turn-in to administration their inappropriate clothing item and will be issued an alternative garment to wear. On the second infraction, they will also have to pay a \$5.00 fine. Repeated or continual dress code violations will result in further disciplinary actions. Students in grades Pre K – 5th may have similar consequences depending on the severity of the infraction. Students and parents may determine a student's personal dress and grooming standards provided that they comply with the following guidelines:

1. **Girls:** No spaghetti straps, racer backs, halter tops, crop tops, or low plunging necklines will be allowed unless paired with an appropriate under shirt/t-shirt. Sheer or see through clothing requires a camisole, tank top, slip or proper underneath garment. Clothes that expose undergarments will not be allowed. The midriff/stomach must not be exposed when the student goes through normal activities of a school day (bending, stretching, reaching, etc.) Clothes should not be too snug or tight fitting. Dresses, shorts, and skirts can be no higher than six (6) inches above the middle of the back of the knee AND must be at least 4 inches from the bottom of the buttocks. **Leggings/tights/yoga pants are NOT considered "pants" and are not allowed UNLESS they are worn with a shirt or dress that is no higher than 6 inches above the knee AND is at least 4 inches from the bottom of the buttocks.**
2. **Boys:** Baggy, saggy, or oversized clothing is not allowed. Pants should fit at the waistline, No white undershirts, tank tops, muscle shirts or shirts with the sleeves cut off can be worn as primary clothing. If sleeveless shirts are worn they must have an appropriate shirt underneath. Undergarments are not to be exposed at any time. Administration will make final decisions on what is an appropriate undershirt. Boys are not allowed to wear headbands or bandos.
3. **Both:** Students may not wear shirts with designs that are inappropriate, offensive to others, or cause disruption to the school day, ie. political messaging, drugs, alcohol, violence, profanity, etc. Shorts may not be higher than six (6) inches above the middle of the back of the knee AND must be at least 4 inches from the bottom of the buttocks. No cut-off shorts, all shorts must have a finished hem or seam. No biker/spandex shorts or pajamas can be worn. Pants with holes that are higher than 6 inches above the knee are not allowed unless the skin is covered. Pants that have excessive holes or large sized holes will not be allowed regardless of the location on the pants. Administration will make the final decision on what constitutes excessive and large sized holes in pants. Do-rags are not allowed. Caps/hats are not to be worn during instructional hours, sunglasses are not to be worn inside the building. Students wearing hooded jackets are not allowed to have hoods on in the buildings.
4. **Hair:** A student's hair will be kept neat and clean. Boys' hair should be kept cut and not allowed to grow long and untidy. Girls should not wear rollers/curlers in their hair. Neither boys nor girls will be allowed to wear picks or combs in their hair. Only natural/normal hair colors are permitted, no abnormal colors such as: maroon, blue, purple, orange, etc. These colors are also not allowed in extensions, weaves, and braids that are added into a person's natural hair. No haircuts or hair color that can distract from the learning process will be permitted. No mohawk style haircuts, designs or carving shaved in the hair, this includes carvings in eyebrows. Administration will make the final decision on what are inappropriate hair styles and colors. Male students must be clean-shaven, if not boys will be sent to the office for shaving and razors will cost \$5.
5. **Shoes:** Shoes must be worn at all times. House shoes, slippers, slides, shower shoes, and "wheele" shoes are NOT be allowed. Shoes without backs are not recommended for students using playground equipment.
6. **Jewelry:** Pierced earrings for girls are permitted. All other pierced jewelry for males and females are prohibited. Male students are prohibited from wearing earring(s) of any type, including studs or cuffs. Jewelry mouth pieces or "Grillz" are not allowed to be worn at any time.
7. **Tattoos:** Students are not allowed to visibly display tattoos.

Face Covering/Masks

Due to COVID-19, students and staff have the option of wearing a mask or face covering to school. While Mumford ISD, cannot mandate masks to be worn, parents have this option. If you would like your child to wear a mask please send them with one to school. Masks may not contain political messages or inappropriate images that can create a disruption. Students must be in dress code under their mask, ie clean shaven, no mouth or nose rings, etc. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to- date policies, guidelines, and information.

Academic Dishonesty

Academic dishonesty, as in cheating and plagiarism, is not acceptable. Cheating includes the copying of another student's work, such as homework, class work, or test answers, as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Gum

No gum will be allowed on the school grounds during the school day or at any school-sponsored activity.

School Telephone Use by Students

If students need to use a phone they may ask to use the school phone at the front office. They may use the telephone, in their homerooms during homeroom time ONLY with the teacher's permission. Students may use the telephone in their classroom when requested by the teacher. Students are not to call home from the classroom due to illness. A student who is ill should go to the office/nurse, with teacher permission.

Cell Phone and Telecommunication Devices

It is highly recommended that students do not bring cell phones or other devices to school; school landline phones are available through the school, if needed. The district does permit students to possess cell phones and other telecommunication devices; however, students **shall not use or have on** these devices while on school property during instructional hours (7:30 - 3:15), or prior to that time once inside the classroom/building. This includes apple watching, fitbits, etc. A student must have permission to possess other telecommunication devices such as notebooks, laptops, tablets, or other portable computers. Taking pictures, images, or video is strictly prohibited on the school bus, in classrooms, locker rooms, or restrooms while at school by cell phone or any device.

If a student is seen using a cell phone or the phone makes a sound, it will be taken up and turned into the office. This includes phones as well as any other telecommunication device such as: apple watches, fitbits, etc. **The child will be charged a fine of \$15.00 each time the phone is taken up, this fine will be paid to the front office.** The item cannot be retrieved until the end of the school day, at the earliest. The district is not responsible for any damaged, lost, or stolen cell phone or telecommunication device. In accordance with the law, a student's personal telecommunications device may be searched by authorized school personnel.

Electronic Devices such as: Earbuds, IPODS, MP3 Players, PSP's, etc

Students are encouraged to not bring to school any audio electronic devices such as earbuds/headsets, radios, IPODs, PSP's and MP3 players. Students are NOT allowed to use such devices during the instructional day, from 7:30 - 3: 15, or prior to that time once inside the classroom/building. If a student is caught by a teacher or staff member using these items they should be taken up and turned into the office. The district is not responsible for any damaged, lost or stolen electronic device. In accordance with the law, a student's personal electronic device may be searched by authorized school personnel.

Instructional Use of Personal Telecommunications and other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students **must** obtain prior approval by administration 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/Computer Resources

District-owned technology resources for instructional purposes may be issued to individual 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.[See policy CQ for more information.]

Unacceptable and Inappropriate Use of Technology

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," in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances may be reported to law enforcement. 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, website: <http://beforeyoutext.com/>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and in some cases, the consequence may rise to the level of expulsion. Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL)]

Assaults

Students are prohibited from assaulting anyone at school, on school property, or at any school-related event. An assault is defined as:

- Intentionally, knowingly, or recklessly causing bodily injury to another.
- Intentionally or knowingly threatening another with imminent bodily injury.
- Intentionally or knowingly causing physical contact with another when the student knows or reasonably believes that the other will regard the contact as offensive or provocative.

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law 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:

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.

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. A student may anonymously report an alleged incident of bullying by dropping off an unsigned note to the front office. 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.

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 board may transfer the student to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 10.]

A copy of the district's policy is available in the principal's office, superintendent's office, on the district's Web site, and is included at the end of this handbook. 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 10, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33, **Hazing** on page 34, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Dating Violence, Discrimination, Harassment and Retaliation

The Mumford I.S.D. believes that every student has the right to attend school and school-related activities free from all forms of discrimination. 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 and superintendent's office. [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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to: physical or sexual assaults, name-calling, put-downs, threats to hurt the student or 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.

A [flier](#) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

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 it 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 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. 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.

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 harassers' 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 punishment or unwarranted grade reduction. 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, counselor, principal, or other district

employee. The report may be made by the student or the student's parent. See policy FFH(LOCAL) for the appropriate districts officials to whom to make a report.

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

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

Investigation of Report: To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct. If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful. All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Hazing

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, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

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 31f and policies FFI and FNCC.]

Gang Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Drug - Alcohol Use

No student shall possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function, or event:

1. Any controlled substance or dangerous drug as defined by law, without regard to amount, including, but not limited to, marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs prohibited under the Texas Controlled Substance Act or Federal Drug Abuse Prevention Control Act.

"Use" means a student has smoked, ingested, injected, imbibed, inhaled, drunk, or otherwise taken internally a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech "Under the influence" means a student's faculties are noticeably impaired, but the student need not be legally intoxicated. The transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this rule.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, including 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 others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Weapons

A student shall not be in possession of any prohibited weapon at school, on school premises, or at any school-related activity, unless pursuant to written regulations or written authorization of the District. A student shall not possess or use articles not generally considered to be weapons when the principal or designee determines that a danger exists for any student, school employee, or school property by virtue of possession or use. Lockers, and cars parked on school premises, may be inspected by school personnel if there is a reasonable suspicion to believe they contain weapons.

Weapons include, but are not limited to:

1. Firearms of any kind
2. Fireworks or concussion devices of any kind
3. Knives of any size
4. Razors
5. Clubs or night sticks
6. Metallic or hard-surfaced knuckles
7. Chains
8. Pellet guns, BB guns, or slingshots
9. Any other object used in a way that threatens to inflict harm to another person

Law Enforcement Agencies

Questioning of Students: When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- 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.

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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Laser Pointers

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the Student Code of Conduct.

Distribution of Materials

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.

Non-School Materials (from students or others)

Distribution of written materials may be restricted, subjected to the following guidelines:

1. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports or forecasts that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the materials to be distributed shall conform to the following standards:
 - a. Materials that are sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Material may not be forbidden if the portions or specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or reading assigned by teachers.
 - c. Libelous material may be prohibited from distribution.
 - d. Publications that criticize board members or school officials or advocate violation of school rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
 - e. Hate literature that scrupulously attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence may be banned. Only material that could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.

Prior Review: All student publications and other written material intended for distribution to students shall be submitted for prior review according to the following procedures:

1. Material shall be submitted to the building principal or a designee for review.
2. The principal or a designee shall approve or disapprove submitted material within twenty-four hours of the time the material is received. Failure to act within the twenty-four period shall be interpreted as disapproval.
3. The student may appeal disapproval to the superintendent, who shall decide the appeal within three days of its receipt. Failure of the superintendent to act within the three-day period shall be interpreted as disapproval.
4. The student may appeal disapproval by the superintendent to the Board. The student shall notify the superintendent of the appeal and request the matter be placed on the agenda for the next Board meeting. At the Board meeting, the student will still be given a reasonable period of time to present his or her viewpoint.

Messages and Delivery of Items to Students

Due to COVID-19, food deliveries will not be accepted. Students should bring food in morning when coming to school. Deliveries such as flowers and gifts are discouraged. Only on rare, special occasions would the office accept flower and gift deliveries for students. If items are accepted, they will be held till the end of the day (as is normal policy) Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information. If COVID-19 restrictions are lifted the normal policy is as follows:

Due to a desire to avoid unnecessary classroom disruptions, messages and items will not be delivered to the student while they are in class. Only in case of emergency will messages be delivered to students in class.

Floral deliveries and balloon deliveries will be held in the office until the end of the school day. Students with balloon deliveries are not allowed on the bus due to space and safety concerns. Large floral arrangements may not be allowed on the bus due to the same concerns.

Parents should discuss with their children before school whether they are to ride the bus or be picked up at the school; whether they are to stay for tutorials or not; and other family matters.

Please avoid calling the school to talk to your child or to leave messages for your child.

Public Display of Affection

Due to COVID-19, students should be following social distancing rules, there should not be PDA while at school. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information.

Public displays of affection will not be considered appropriate on the school campus, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Excessive hugging, any kissing, or any other inappropriate displays of affection will not be tolerated and disciplinary action may be taken.

Celebrations

Due to COVID-19, visitors, including parents/grandparents will not allowed to be present during their child's classroom parties. On rare, special occasions parents/grandparents may be allowed to have lunch with their child, however prior approval from administration is required. Outside food will NOT be brought into school during the day, students would need to bring food items with them in the morning. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information. If COVID-19 restrictions are lifted the normal policy is as follows:

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have

severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. Also see **Food Allergies** on page 46.

Dances/ Social Events

Mumford ISD is planning to allow dances and some school events such as Fall Festival, pep rallies, etc. this school year. Depending on the current trend for COVID-19 that could change. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up-to-date policies, guidelines, and information. Guidelines for these events are as follows: The rules of good conduct and grooming shall be observed for school social events. Guests will be expected to observe the same rules as Mumford students attending the event; the person inviting the guest will share responsibility for the conduct of the guest. Students wishing to invite a "guest", someone not from Mumford, will need to fill out the guest form and have it turned into the office by the required date. Guests may need to show proper picture identification. Students attending a party or social will be asked to sign out when leaving before the end of the event. Anyone leaving before the official end of a social event will not be readmitted. Not every event will allow for invited guests.

Visitors – Parents

Due to COVID-19, visitors, including parents/grandparents will not allowed to be present during their child's classroom parties. On rare, special occasions parents/grandparents may be allowed to have lunch with their child, however prior approval from administration is required. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for the most up- to-date policies, guidelines, and information. If COVID 19 restrictions are lifted the normal policy is as follows:

As parents, you are encouraged to visit your children's school from time to time; however, 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 comply with all applicable district policies and procedures. All visitors should be prepared to show identification. Parents and any other person on campus without the office's knowledge will be considered as trespassers. We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. 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. The office can limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 6 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Lunch Visits from parents/family: *Due to COVID-19, only on rare, special occasions will parents/grandparents be allowed to have lunch with their child. Prior approval from administration is required. If COVID-19 restrictions are lifted the normal policy is as follows:* Only parents and family members are allowed to come to school and eat lunch with their child (cafeteria adult meals are \$4.11).

Visitors – Others

Due to COVID 19, visitors will be limited to only essential personnel. If COVID 19 restrictions are lifted the normal policy is as follows:

Students from other districts may not visit Mumford ISD during school hours without prior approval from the administration. 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). Due to security concerns, identification will be required from any person on school property and without legitimate business, the person may be asked to leave.

Visitors Participating in Special Programs for Students

Due to COVID 19, visitors will be limited to only essential personnel. There may be limited occasions where administration has approved visitors to be on campus for presentations or events. If COVID 19 restrictions are lifted the normal policy is as follows: 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. Other Topics Addressed in the Mumford Code of Conduct.

SCHOOL FACILITIES

Respecting School Property

All students should respect school property by helping to keep classrooms, hallways, school grounds, and the gym free of litter.

Vandalism/Damage to School Property

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. The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. 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.

Food and Nutrition Services (Paid and Reduced Students)

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.

This school year ALL students will be able eat lunch and breakfast for free. However, families still need to complete the free and reduced lunch application for additional benefits their children could be eligible to receive. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as: a student's name and eligibility status, to help 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. See Barbara Brannon to apply for free or reduced applications. If students want additional food (seconds) they will need cash to purchase these items. Adults cannot eat for free and the cost for an adult lunch is: \$4.11.

Lunch Time

Due to COVID-19, students will not be allowed to have parents/family join them for lunch. Only in rare, special occasions would this be a possibility and only with administration prior approval. Students are NOT be allowed to share food or have food delivered. Students should try to maintain social distance while in serving lines. Please click on the link: "[Plan for Reopening Schools](#)" or go the Mumford Website for the most up-to-date policies, guidelines, and information. All students must eat in the cafeteria. Students should concentrate using their time wisely and focus on eating, not talking. Students are to use proper table manners. No food is to leave the cafeteria during or after breakfast or lunch. Students should form one, orderly serving line. There should be no cutting line, loud talking, or silliness. All students will sit at their assigned table. Once all of the students are seated, teaching assistants on lunch duty will help monitor the students in the cafeteria. All students will remain in the cafeteria until the bell for class sounds and staff allow for dismissal.

Drinks and Snacks / Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. All snacks sold on campus will follow the smart snack guidelines.

Lunch time: Students in grades PK – 8th will be not being allowed to purchase snacks during or after lunch. Students in grades 9th – 12th will be allowed to purchase drinks and snacks that are smart snack approved. All drinks and snacks will be disposed of when students are dismissed to return to class. Drinks must only be sugar free or low-calorie options.

During class time: Students are not to bring food or drink to be consumed in the classroom, the **ONLY exception is water in a clear container.** Occasionally teachers may have food or drink in the classroom for a special project or as a "reward pass". Reward passes should only be used **sparingly and only as a reward.**

Playground Rules

Students should not be on the playground unsupervised. After school hours, students should not be playing or "hanging out" on school playground.

Gym Rules

No students are allowed on the stage area without teacher supervision. No food or drinks are allowed on the gym floor. Trash must not be left in the bleachers. No hard-sole shoes are allowed on the gym floor, only athletic shoes.

School Buses and Other School Vehicles

Due to COVID-19, parents are encouraged to bring their child to school and pick their child up from school, in an effort to minimize social contact. Increased safety and health measures will be taken, including hand sanitizer for students before and after riding, and frequent cleaning of high touched areas. Please click on the link: "[COVID Response Plan](#)" or go the Mumford Website for additional information related to COVID-19 and school transportation.

The district makes school bus transportation available to all students living two or more miles from school, and any students who are homeless. 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 Web site. 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. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Barbara Brannon. 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 books, band instrument cases, feet, and other objects out of the aisle.
- Not deface the vehicle and/or its equipment.
- Not put head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarette in any district vehicle.
- Observe all usual classroom rules. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
- Be seated while vehicle is moving.
- Fasten seatbelts, if applicable.
- Wait for the driver's upon leaving the vehicle and before crossing in front of the vehicle.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
2. The principal may suspend the student's bus-riding privileges. If such a suspension occurs, the parents shall be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student off the bus or to call law enforcement assistance; the principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a handicapped student shall be made in accordance with the provisions of the student's IEP.

Students Driving on Campus

Students providing their own transportation to and from school assume total responsibility for arriving on time to classes. **Students must bring to the office and have on file a copy of a valid driver's license and proof of insurance before being allowed to park on the school campus.**

Parking must be in a designated parking area on campus, in the parking area near the high school (where the buses park). Students will not be permitted to:

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

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

Parking Areas

Students must park in the student parking lot, located next to the high school building. Students must register their vehicle in the office. Only students with a valid Texas Driver's License and proof of insurance are allowed to park on campus. **Once school begins, students may not go to the parking lot without office permission.** Students must leave the car immediately upon parking and may not remain in the parking lot.

SAFETY

General Safety

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the ***Student Code of Conduct***, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns.
- 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.

Automated Emergency Communications

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 school must close, there is a delay in opening or we restrict access to the building, due to weather or other emergency conditions, the district will also alert the community in the following ways: announcements will be made on WTAW AM (1620) radio or KBTX TV. We will also send out automated emergency messages via the Blackboard Connect.

Blackboard Connect: Mumford School will use the Blackboard Connect system to send telephone or e-mail messages to teachers and parents about important information about school events or emergencies. Parents should be sure that the emergency contact information for their child is up to date with the front office, so that the school can reach parents when needed.

Non Emergency

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

If you do not wish to receive such communications, please contact your child's principal. [See Automated Emergency Communications Page 40 for information regarding contact with parents during an emergency.]

Preparedness Drills

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.

Fire Drills: The fire drill (Code Red) signal is three bells or announced over the intercom. Under the direction of the teachers, students should exit their classrooms, and follow the specified route to an outside area. Lights will be turned off and doors closed as students exit. The "all clear" announcement will be given for students to return to the classroom.

Tornado Drills: The tornado drill (Code White) signal is four bells or announced over the intercom. Under the direction of the teachers, students should go to the assigned area, and shelter in place. The "all clear" announcement will be given for students to return to the classroom.

Lockdown Drills: The lockdown drill (Code Black) signal is announced over the intercom. Under the direction of the teachers, students should go to their assigned area. Turn off lights, lock doors, and shelter in place. The "all clear" announcement will be given for students to return to the classroom.

CPR and Stop the Bleed

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

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) at <https://www.dhs.gov/stopthebleed> and [Stop the Bleed Texas](https://stopthebleedtx.org/) at <https://stopthebleedtx.org/>.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Mental Health Care Service** on page 5 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 16 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 44 consent for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 44 for board-adopted policies and administrative procedures that promote student health.

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](http://www.texassuicideprevention.org/) website: www.texassuicideprevention.org/ 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. <https://www.dshs.texas.gov/transition/mhsa.aspx>.

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at the administration office. Trafficking includes both sex and labor trafficking.

Warning Sign of Sexual Abuse: 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.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

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 33.]

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.
- Additional warning signs of labor trafficking in children include:
 - Being unpaid, paid very little, or paid only through tips;
 - Being employed but not having a school-authorized work permit;
 - Being employed and having a work permit but clearly working outside the permitted hours for students;
 - Owning a large debt and being unable to pay it off;
 - Not being allowed breaks at work or being subjected to excessively long work hours;
 - Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
 - Not being in control of his or her own money;
 - Living with an employer or having an employer listed as a student's caregiver; and
 - A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Sex Trafficking, and other Maltreatment of Children: Anyone who suspects that a child has been or may be abused, sex trafficked, 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). A child who has experienced sexual abuse, trafficking, 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 and sex trafficking 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, sex trafficking, 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, [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/prevention_and_early_intervention/programs_available_in_your_county/default.asp), website: http://www.dfps.state.tx.us/prevention_and_early_intervention/programs_available_in_your_county/default.asp. Reports of abuse, trafficking, or neglect may be made to: The CPS division of the TDFPS (1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) or <http://www.txabusehotline.org>).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf) at <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- [KidsHealth, For Parents, Child Abuse](http://kidshealth.org/en/parents/child-abuse.html) at <http://kidshealth.org/en/parents/child-abuse.html>
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) at <https://gov.texas.gov/organization/cjd/childsextrafficking>
- [Human Trafficking of School-aged Children](https://tea.texas.gov/About_TEA/Other_Services/Human_Trafficking_of_School-aged_Children/) at https://tea.texas.gov/About_TEA/Other_Services/Human_Trafficking_of_School-aged_Children/
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](http://taasa.org/product/child-sexual-abuse-parental-guide/) at <http://taasa.org/product/child-sexual-abuse-parental-guide/>
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking) at <https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>

Searches

Searches in General: In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property: Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Vehicles on Campus: If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

Video Cameras

For safety purposes, video and audio equipment is used to monitor student behavior 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. In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the Superintendent, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

Desks and Lockers

Lockers will be used this school year. Additional cleaning of student desks will be completed throughout the school day. Please click on the link: ["COVID Response Plan"](#) or go the Mumford Website for more information on desk and locker use. Students' desks and lockers are school property and remain under the control and the jurisdiction of the school, even when they are assigned to individual students. Students in grades four through twelve will be assigned hall lockers. Students have full responsibility for the security of their lockers. Students will be responsible for keeping lockers and desks neat and clean. Students are to go into their lockers only. Student articles are not to be placed on top of the lockers. **PE Lockers:** Students taking PE will be provided lockers in dressing rooms. Students **MUST** lock their possessions in PE lockers to prevent belongings from being lost or stolen.

Lost, Damaged, or Stolen Items

We ask that you discourage your child from wearing or bringing to school expensive or irreplaceable jewelry, money, watches, sunglasses, etc. Students are responsible for all their personal possessions while at school or any school-sponsored activity. Lost textbooks will be returned to the office and then returned to the student. Student property will be kept in the lost and found in the cafeteria. Items not claimed at the end of the school year will be disposed of to a local charitable organization. Mumford ISD administration, faculty and staff are not responsible for confiscated items, lost or stolen valuables, or money. Students bringing such items to school should turn them in to the office for safekeeping.

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Allen Reese, the district's designated asbestos coordinator, at 979-279-3678.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Allen Reese, Superintendent, the district's IPM coordinator, at 979-279-3678 or 9755 FM 50; Mumford, Texas 77807- 1439.

HEALTH

Medicine at School

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 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.

Note: Insect repellent is considered nonprescription medication.

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

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 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 contact the principal to ensure that the student's needs are met.

Student Illness or Injury at School

Due to COVID-19, students who report feeling feverish will be screened by the nurse for symptoms of COVID-19 and will be separated from others if found to have symptoms of COVID-19. Mumford ISD will clean the areas used by the individual who shows COVID-19 symptoms while at school as soon as possible. Parents of that child will be promptly notified and the student should be picked up within one hour by a parent or guardian. Parents will need to discuss with the nurse options for their child's return. In the event of a lab confirmed COVID-19 case, the nurse will help determine your child's quarantine status and how long they will need to be off campus. Mumford ISD must also notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA). However, according to TEA guidelines letters will not be sent home when lab confirmed positive cases have been present on campus. Please click on the link: "[COVID Response Plan](#)" or go the Mumford Website for additional information regarding student illness and requirements that must be met prior to returning to school.

The following are normal school procedures for student illness at school:

If your child 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.** Students are not to call home about illness from the classrooms. Although we want your child to attend school every day, we do not want your child at school if he/she has a communicable disease, is vomiting or running a fever of 100⁰ or more. Under State and local Health Department regulations, your child must stay out of school until fever-free for 24 hours without use of fever-reducing medications and students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours. 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 conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Emergency Forms: At the beginning of each school year we ask that parents complete the emergency form with names and telephone numbers as an emergency contact. Please update this information as necessary. We will make every attempt to contact you or someone on your emergency contact list, as well as emergency medical assistance, if needed. It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot use public funds to pay individual student medical expenses.

Physical and Mental Health Resources (All Grade Levels)

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

- The district full time nurse Lara Towers, at 979-279-3678.
- The district full time school counselor, Melissa McDonough, at 979-279-3678.
- For Robertson County the regional public health authority is the Public Health Region Office, in Temple, contact information: 254-778-6744.
- The Brazos County local public health authority is the Brazos County Health Department in Bryan, contact information: 979-361-4440.
- The local mental health authority MHMR of Robertson County, which may be contacted at 979-279-5193.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1029>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA

- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI
- In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.
- The district has developed administrative procedures as necessary to implement the above policies and plans.
- For further information regarding these procedures and access to the District Improvement Plan, please contact Allen Reese at 979-279-3678.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Superintendent. Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website.

Student Wellness Policy/Wellness Plan

Mumford 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 the principal with questions about the content or implementation of the district's wellness policy and plan.

Health Screenings

Mumford ISD will conduct ear, eye, and scoliosis screening for students which attend Mumford School. Students in grades 5th - 9th will have scoliosis screenings each year; ear and eye screenings will be done for students in grades Pre K 4, K, 1st, 3rd, 5th, 7th. Parents will receive notification if their child did not pass the screening, recommending that the parent follow up with a medical doctor.

Spinal Screening Program

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

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Diabetes

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

Immunization

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

The immunizations required are:

- diphtheria, tetanus, and pertussis;
- Measles, mumps, and rubella;
- polio;
- hepatitis A,
- hepatitis B,
- varicella (chicken pox)
- meningococcal.

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 contradicted or poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements. For further information, see policy FFAB(LEGAL) and the DSHS Website: [Texas School & Child Care Facility Immunization Requirements](http://www.dshs.state.tx.us/immunize/school/default.shtm), website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.

Bacterial Meningitis

Please see the district's website at: <https://www.mumford.k12.tx.us/page11.html> for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education.

Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's 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 put the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely assessing the school environment. The district's food allergy management plan can be accessed through the school office. The complete text of the "[Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/)" can be found on the DSHS website at [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/), <https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the 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 be provided to parents of elementary school students in the affected classroom without identifying the student with lice. More information on head lice can be obtained from the TDSHS Web site, [Managing Head Lice](http://www.dshs.state.tx.us/schoolhealth/lice.shtm) at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

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.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse. For more information, see "**A Student with Physical or Mental Impairments Protected under Section 504**" on page 12.

Steroids

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.

School Accident Policy

The District, under state law, cannot pay for medical expenses associated with a student's bodily injuries sustained while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus.

EXTRA –CURRICULAR ACTIVITIES

For COVID-19 health and safety guidelines regarding extracurricular activities, please click on the link: [“COVID Response Plan”](#) or go the Mumford Website for additional information. The Mumford ISD offers several extra-curricular activities. 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.

Travel

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 to and from the events. 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.

Physical Examination - Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination. For more information, see the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) at <https://www.uiltexas.org/health/info/sudden-cardiac-death>.

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. Please see the athletic program handbook. 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.

Cheerleaders

The duties of the Mumford ISD cheerleaders are to support all phases of athletic endeavors; to promote among the student body an attitude of unity, pride, good sportsmanship, and spirit; and to support the faculty and administration of the school.

UIL Eligibility

Eligibility for initial and continuing participation in many 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 organizations. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](https://www.uiltexas.org/athletics/manuals) at <https://www.uiltexas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov. See [UIL Texas](http://www.uiltexas.org) or website: <http://www.uiltexas.org> for additional information.

The following requirements apply to all extracurricular activities. A student may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state approved courses indicated below.

- 1) Beginning of the 1st year in high school – promotion from eighth grade to ninth grade.
- 2) Beginning of the 2nd year in high school – has earned 5 credits toward graduation.
- 3) Beginning of the 3rd year in high school – has earned 10 credits toward graduation, (or 5 credits the previous year).
- 4) Beginning of the 4th year in high school - has earned 15 credits toward graduation, (or 5 credits the previous year)

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives activities grade below 70 at the end of a grading period in 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 languages other than English, the student remains eligible for participation in all extracurricular activities.

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

- A student who receives special education services 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.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

National Honor Society

The National Honor Society (NHS) is the nation's premiere organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in areas of Scholarship, Leadership, Service, and Character.

The Mumford Chapter of the National Honor Society is a local organization that recognizes and develops Scholarship, Leadership, Service, and Character.

Selection Process: To be eligible for membership the candidate must be a prospective junior or senior for the upcoming school year. Candidates must have attended Mumford the equivalent of one semester.

Scholarship – A student must have a cumulative scholastic average of 3.7 (No rounding) or above to be eligible for membership. Students must also be on the distinguished program taking Algebra 2. Students also must have met standards on the STAAR/EOC tests.

Any eligible student is then evaluated on Leadership, Service, and Character shown during their high school career. Each candidate receives a Student Activity Form to complete and return by the deadline.

A student must list at least one activity for Leadership and two for Service to be eligible for candidacy. While this is not an application, and does not guarantee membership, it provides the Faculty Council valuable information needed to evaluate each candidate. The criteria used to evaluate each candidate are:

- **Leadership** - A student must demonstrate Leadership by listing at least one activity under either co-curricular activities or leadership positions. Co-curricular activities can include any clubs, sports teams, organizations, groups, etc. Leadership positions include any position to which the student has been elected or appointed in school or in the community. These positions include any activity in which the student is responsible for directing or motivating others.
- **Service** – A student must demonstrate Service by listing at least two different activities under service activities and/or community activities. Service activities include any action undertaken by a student that is done on behalf or for others without any direct financial or material compensation. This includes any volunteer work, assistance given to others, mentoring, etc. This includes in school and out of school activities. Community activities include groups in the community such as Girls' Scouts, Boys Scouts, church groups, charity organizations, etc.
- **Character** - The student of good character upholds principles of respect, responsibility, morality and ethics, is cooperative, trustworthy, fair, honest, and reliable. Students of good character also show courtesy, concern and respect for others, have self-discipline, comply with school regulations and encourage a positive environment.

After reviewing Leadership, Service, and Character of each candidate for membership, the Faculty Council will vote on membership. Each candidate will be notified and any upcoming junior candidate can re-apply the following year if they meet the Scholarship requirement.

Membership: Membership in the National Honor Society is both an honor and a responsibility. Although each member is recognized for scholarship, character, service and leadership, the member must also remember it is his/her duty to fulfill all organization requirements to constantly improve in these areas. Any member who resigns or is dismissed is not eligible for NHS membership in the future.

Non-selection: If a student is not selected into the NHS, the chapter advisor will help explain how decisions regarding the growth and development of a student on campus were made and, furthermore, to provide effective direction to students to assist them in reaching their goals. If parents and students are not satisfied with the discussion involving the chapter advisor, the next level shall be with the principal, and an appeal can be made.

Dismissal Process: Any member falling below the standards required for NHS will be given a reasonable amount of time to correct the deficiency. Any member who fails to make up the deficiency in a reasonable amount of time will be eligible for dismissal. Except in the case of a student lowering to a minimum program, if that occurs the student will be automatically dismissed from the National Honor Society. In cases of dismissal, the member and his/her parents will be notified of a hearing before the Faculty Council. The parents and member will be notified of any decisions reached as a result of this meeting.

Letter Jackets

Activities eligible for letter jackets include: Volleyball, Basketball, Softball/Baseball, Band, National Honor Society, and Cheerleader.

Requirements to earn a Letter Jacket:

- Students must have earned two letters in the same sport, and tennis will need 3 years.
- Students in NHS must have earned one letter.
- Students are in the 10th, 11th, or 12th grade.

Requirements to earn a Varsity Letter:

Volleyball: Students must play in 1/3 of the varsity matches **and** must complete the season in good standing with the team. Good standing with the team means they cannot have quit or been dismissed from the team.

Basketball: Students must play in 1/3 of the varsity games **and** must complete the season in good standing with the team. Good standing with the team means they cannot have quit or been dismissed from the team.

Baseball/Softball: Students must play in at least 50% of the varsity games for 2 innings OR played in 80% of the games for one inning, **and** must complete the season in good standing with the team. Good standing with the team means they cannot have quit or been dismissed from the team.

Band: Students must be a member of the HS band and earn a total of 5 points during the school year and be in good standing with the band. Good standing with the band means they cannot have quit or been dismissed from the team. See band director or Dean of Students for more information on how to earn points.

Cheerleader: Students must participate in 75% of all performances (games and pep rallies) **and** must complete the year in good standing with the team. Good standing with the team means they cannot have quit or been dismissed from the team.

National Honor Society: Students must be an active member of NHS **and** be in good standing with the organization. Good standing with the organization means they cannot have resigned or been dismissed from the society.

Tennis: Students must attend at least 80% of all practices (unless missed for an additional extracurricular event), participate in at least 2/3 of the varsity regular season tournaments and in the Varsity District Tournament and be in good standing with the tennis team. Good standing with the tennis team means they cannot have quit or been dismissed from the team.

Letters may also be earned in Robotics and cross-country pending approval of criteria.

APPENDIX I

GLOSSARY

Some of the following terms are taken from the **Graduation Guide**, an additional handbook for grades 9 -12th.

Accelerated instruction, also referred to as supplemental 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. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. 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 II SCHOOL CALENDAR

Mumford I.S.D. 2021 - 2022

<u>Semesters</u>	August 16, 2021 - December 17, 2021	38,595 mins
	January 5, 2022 - May 26, 2022	43,710 mins
		82,305 mins
<u>Reporting Periods</u>		
	1st - August 16 - September 22	27 Days
	2nd - September 23 - November 2	28 Days
	3rd - November 3 - December 17	28 Days
	4th - January 5 - February 18	32 Days
	5th - February 22 - April 12	31 Days
	6th - April 13 - May 26	31 Days
		177 Days

<u>Staff Development/Work Days</u>	
	New Teacher Orientation - August 5, 2021
	Inservice - August 6, 9 - 13, 2021
	Inservice - October 15, 2021
	Inservice - January 4, 2022
	Inservice - February 21, 2022
	Inservice - May 27, 2022

<u>Holidays</u>	
	September 6
	November 22 - 26
	December 20 - Jan. 3
	January 28
	March 14 - 18
	April 15
	Labor Day
	Thanksgiving
	Christmas
	Holiday
	Spring Break
	Easter

<u>Bad Weather Days</u>	
	January 28, 2022
	April 15, 2022
<u>Codes:</u>	
[Beginning of Six Weeks
]	End of Six Weeks
[Yellow Box]	Staff Development/Work Days
[Light Blue Box]	Holidays
[Light Grey Box]	State Assessment

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	[23	24	25
26	27	28	29	30		

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	[16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 2021						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	[20	21	22	23	24	25
26	[27	28	29	30	31	

November 2021						
S	M	T	W	T	F	S
	1	2	[3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	[22	23	24	25	26	27
28	29	30				

October 2021						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	[15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	[14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	[18
19	20	[21	22	23	24	25
26	27	28				

January 2022						
S	M	T	W	T	F	S
						1
2	[3	4	[5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	[28	29
30	31					

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	[21	22	23	24	26
26	27	28	29	30		

May 2022						
S	M	T	W	T	F	S
			3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	[27
28	29	30	31			

April 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	[12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APPENDIX III
2021 – 22
ACADEMIC TESTING

SIX WEEKS AND SEMESTER EXAM DATES

1st Semester: Students in Grades 2 - 12 are required to take a six weeks exam.

2nd Semester: Students in Grades 1 - 12 are required to take a six weeks exam.

Exception: Six weeks exams are not required for Grades 9 – 12 during the **3rd and 6th 6 weeks**, due to semester exams. Students enrolled in high school courses are required to take a semester exam.

1st Semester: Grades 2 – 12

1st Six Weeks Exams – Sept. 20 - 22

2nd Six Weeks Exams – Oct 29; Nov 1-2

3rd Six Weeks Exams/1st Semester Exams – Dec. 14 - 16 (Make-Up Exams on December 17th)

2nd Semester: Grades 1 – 12

4th Six Weeks Exams – Feb. 16 - 18

5th Six Weeks Exams – April 8; 11-12

6th Six Weeks Exams/2nd Semester Exams

Grades 1 – 7th May 18- 19; 23

Grades 8 - 12th: May 23-25 (Make-Up exams on May 26th)

ACADEMIC TESTING

October 13	<u>PSAT</u> 10 th Grade
December 7-10	<u>STAAR End-of-Course – (retest)</u> Algebra I Biology U.S. History
December 7	English I
December 9	English II
February 21- April 1	<u>TELPAS (LEP Students)</u> K – 12 Listening, Speaking & Writing K – 12 Reading
February 21 – April 1	<u>TELPAS ALT (LEP Students)</u> Gr. 2 – 12 Reading/Listening/Speaking/Writing
February 28 – March 4	<u>IOWA</u> Grades K – 2
March 7 - 11	<u>Cognitive</u> Grades K – 2
March 8 - 9	<u>IOWA/Cognitive</u> Grades 3 – 8

March 28 – April 22	<u>STAAR Alternate 2</u> Grades 3 – 8 and EOC
April 5 April 7	<u>STAAR End-of-Course</u> English I EOC English II EOC
May 3-6	<u>STAAR End-of-Course</u> Algebra I Biology U.S. History
May 5 May 6	<u>STAAR</u> Gr. 8 Science Gr. Social Studies
May 9	<u>Advanced Placement</u> AP Calculus Test
May 10	<u>STAAR</u> Gr. 3 – 8 – Math
May 11	<u>STAAR</u> Gr. 3 – 8 - Reading
May 12	<u>STAAR</u> Gr. 5 Science
June 21 - 24	<u>STAAR End-of-Course – (retest)</u> Algebra I Biology U.S. History
June 21 June 23	English I English II

APPENDIX IV: INFORMATION ONLY 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 [https://pol.tasb.org/Policy/Download/1029?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1029?filename=FFI(LOCAL).pdf)

Below is the text of Mumford's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING
Adopted on: October, 10, 2017

FFI(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

EXAMPLES

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

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