

MILFORD ISD



Student Handbook 2018-2019

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MILFORD ADMINISTRATION, BOARD OF TRUSTEES, FACULTY, & STAFF

2018 - 2019

The Milford Board of Trustees meets at 6:30 p.m. on the third Thursday of each month. Please contact the school regarding meeting times and the procedure for being heard through the Board.

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Winona Crumpton	Pre-Kindergarten	Jesus Ojeda	9-12 Math
Stephanie Clingenpeel	Kindergarten	Kirk Price	Technology
Lindsey Crowell	First Grade	Rachael Milligan	9-12 English
Kim Evans	Second Grade	TBD	9-12 Science
Brittany Crumpton	Third Grade	Ronny Crumpton	5-12 History/Athletics
Kelsey Taylor	Third grade	Mark Jackson	Ag/Vocational
Delta Morgan	Fourth Grade	Mark Lucus	Band/All-Level Music
Jamie Johnson	Fourth- Eng/SS	TBD	Special Education
Donald McComas	5-8 Math/Alg I	Larry Williamson	Special Education
Jenny Chadwick	5-8 Art/ Reading	Flossie Gowin	ESL/Title I
Jill Markham	5-8 ELA	David Ervin	K-12 P.E./Athletics
Donnie Clingenpeel	5-8 Science/Athletics		

Custodial

Earnestine Byrd
Martha Cisneros

Maintenance

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Kitchen Staff

Charles Harris
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Paraprofessionals

Phyllis Chambers	Library	Kochenna Houston	Aide
Anissa Rankin	Special Education/ISS	Carrie Pruitt	Elementary Aide
Devin Green	Special Education/ISS	Joy Rose	Elementary Aide
Rolando Vega	Aide	Gary McNeely	Special Ed. Aide
Julie Kiever	Elementary Aide		

PREFACE

To Students and Parents:

Welcome to school year 2018-19. 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 Milford ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

- PARENTAL RIGHTS AND RESPONSIBILITIES – with information all parents will need about assisting their child and responding to school-related issues;
- OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS – describing school operations and requirements such as attendance, programs, safety procedures, the dress code, and fees that may be charged.

Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Milford ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document is provided to every student. Additional copies may be obtained from the office.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision 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 provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

Please note that references to alphabetical policy codes are included so that parents can refer to current policy. A copy of the District's policy manual is available in the school office and on the school website.

Please be sure to complete and return the parental acknowledgment forms in the registration packet so that we have a record of your choices.

Child Find Notice

Milford ISD provides special education services, through Ellis County Shared Services, to children who have or are suspected of having a disability. Special education services are available to children with disabilities ages 3 through 21. Children who have impaired vision or hearing can receive services from birth through age 21. Services are also provided to students with disabilities attending a private school or home school located within the boundaries of Milford ISD, regardless of the child's place of residence.

If your child attends a public, private, or home school in our district and you believe your child has or may have a disability, please contact one of our campuses. You may also contact the Ellis County Shared Services office at 972-544-2058. We will work with you to evaluate your child, determine if your child has a disability that qualifies under the law, and provide educational services to your child if he/she does qualify for services. Services are offered to your child free of charge.

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

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

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

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

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

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

Contact Person: Ms. Lynn Dockery, Principal
Phone Number: (972) 493-2911

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Ms. Lynn Dockery, Principal
Phone Number: (972) 493-2911

Additional Information:

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

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

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

PARENTAL INVOLVEMENT

Working Together

A child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides. Be sure 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.
- Discuss with the academic counselor or Principal any questions you may have about the options and opportunities available to your child.
- Review the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school. Closely monitor your child's academic progress and contact teachers as needed. Your child receives a progress report in the middle of each grading period and a report card at the end of each grading period. Ask to see them. A calendar is provided for you at the end of this handbook with grading periods marked.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, academic counselor, or Principal, please call the school office at (972) 493-2911 for an appointment. A teacher will return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.
- Becoming a school volunteer. For further information, see policy GKG and contact the Principal.
- Participating in campus parent organizations
- Serving on DAC or SHAC committees. These committees assist in the development of educational goals and plans to improve student achievement. For further information, contact the Principal.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Attending board meetings to learn more about district operations.
- The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is the Principal and may be contacted at 972-493-2921,

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

"Opting Out" of Surveys and Activities

As a parent, you also have a right to receive notice and opt your child out of participating in:

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child's teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other

provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have 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 to your child.

Displaying a Student's Artwork and Projects

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
- Teaching materials and tests used in your child's classroom.

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education, is incorporated into the district's health education classes.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

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

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

- Abstinence
- Reproductive System
- Sexually Transmitted Infections

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

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

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

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

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

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

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

Requesting Limited or No Contact with a Student through Electronic Media

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

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus Principal stating this preference.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policies

FL(LEGAL) and (LOCAL), FO(LEGAL), and the Student Code of Conduct.

School Safety Transfers

As a parent you may:

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault.

Requesting Classroom Assignment for Multiple Birth Siblings

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

Request for the Use of a Service Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the Principal at least ten district business days before bringing the service/assistance animal on campus.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within the timeline prescribed by law once the District receives the written consent. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the District. The District is required to give parents the *Notice of Procedural Safeguards – Rights of parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Principal at 972-493-2911.

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. The designated person to contact regarding a referral for evaluation applicable to Section 504 is the Principal at 972-493-2911

Parents of Students Who Speak a Primary Language Other than English

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

Accommodation for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than 5 excused absences per year for this purpose.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights of privacy. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights.

- Federal law requires that, as soon as the student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law defines as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as Superintendent, administrators, and Principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

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

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

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

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

The address of the Superintendent's office and the Principal's office is:

205 Third Avenue, Milford Texas 76670.

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

a result of the hearing, the requestor 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 is handled through the general complaint process defined by policy FNG. 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.

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

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. The complaint may be mailed to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901

Directory Information

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

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the Principal within ten school days of your child's first day of instruction for this school year. (See the Directory Information sheets included in the enrollment forms packet)

The district often needs to use student information for the following school-sponsored purposes: student recognition activities, yearbook or student newspaper, printed programs for school-sponsored activities, news releases to local media (including electronic media) and the school website. For these specific school-sponsored purposes, the district would like to use your student's information for the above listed activities. This information will not be released to the public without the consent of the parent or eligible student. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above. Please refer to Appendix I – Signature Packet – of this handbook for directory information consent..

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

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the District not to release their child's information without prior written consent. A form has been provided in the signature packet for you to complete informing whether to provide this information to military recruiters or institutions of higher education.

SECTION II : OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

ABSENCES/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, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

State law requires that a student between the ages of 6 and 18 attend school, **as well as any applicable accelerated instruction program, extended year program, or tutorial session**, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day. **If a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment.** The student's presence on school property is then unauthorized and may be considered trespassing.

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health care provider must be submitted upon the student's return to campus.
- For students in the conservatorship (custody) of the state,

- Mental health or therapy appointments; or Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Failure to Comply with Compulsory Attendance

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.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

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

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

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense. [See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days
- 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.

- A temporary absence resulting from any cause acceptable to the teacher, administration, or Superintendent.
- 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.

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

Students in grades PK - 8 are required to be in attendance for at least 90% of the days of classroom instruction offered in order to receive credit for the year. Students in grades 7 - 12 are required to be in attendance for at least 90% of the days during the 1st semester and at least 90% of the days during the 2nd semester in order to receive credit for a class

Documentation after an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note **signed by the parent** that describes the **specific** 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. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district **is not required** to excuse any absence, even if the parent provides a note explaining the absence.

In the case of sudden illness, parents are requested to call the school before 8:00 a.m. on the day the student stays home so that all concerned will be informed.

Students absent from school without permission of parent(s) or guardian(s), or absent from class without the Administration's permission, shall be considered truant and shall be subject to disciplinary action.

Doctor's Note after an Absence for Illness

Medical and dental appointments will be considered excused absences if the student brings a note from the doctor verifying the appointment. However, parents are expected to schedule these appointments so that they do not interfere with classes.

Other Attendance Information

Certain absences are considered excused absences: personal illness, or illness or death in the immediate family, weather or road conditions that make travel dangerous, and any other unusual circumstances acceptable to the Principal or Superintendent. Absences for any other reasons will be

considered unexcused absences, whether or not the student has the parent's permission to be absent.

For an absence to be excused, a student **MUST** return to school with a note signed by a parent or a doctor stating the detailed **reason** for the absence. The student will have **three (3)** school days to bring a note from the parent excusing the absence. **If the note is not turned in during the required time, the absence is unexcused.** Students with more than 9 absences may be required to submit a doctor's note to the attendance committee. Students who are absent from school or from any class without permission will be considered truant and will be subject to disciplinary action.

Any time a student's absence exceeds four (4) consecutive days, the student shall present a statement from a physician or health clinic, verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Students with absences due to illness will need a doctor's release prior to participation in that day's or evening's activities. Parents are also encouraged to call and ask for make-up work if the student is able to do it at home in cases where the student will be out of class for two (2) or more days. **If a student reports to class more than 15 minutes late, the student is counted absent for that class period.**

PLEASE NOTE:

Students who are absent from school, excused, must be in attendance **at least one half of the school day** to participate in any school related activities on that day. Any exceptions must be approved in advance by the Administration. In those rare circumstances when a student must be absent from school, the student - upon returning to school- must bring a note, signed by the parent, within three school days, that describes the **reason for the absence**. A note signed by the student, even with the parent's permission, will not be accepted. **When students are absent any period or any day for any reason, they must report to the office before 7:50 a.m. for an "Admit Slip" the next day.**

Driver License Attendance Verification

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

Student Drivers on Campus

In order to drive or park a vehicle on Milford ISD school grounds or property, a student must provide a copy of a valid driver's license and proof of insurance to the office. This documentation will be kept in the student's file. If a student must leave class to remove an unauthorized vehicle from school property, the student may be subject to the tardy policy.

ACADEMIC PROGRAMS

The academic advisor provides students and their parents information regarding academic programs to prepare for higher education and career choices

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school academic advisor to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. To plan for the future, including attendance at a college, university, or training school or pursuing some other type of advanced education, students should work closely with the counselor in order to take the high school courses that best prepare them. The counselor can also provide information about entrance exams and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships as these relate to state colleges and universities.

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

[For more information, refer to policy FFE and FFG(EXHIBIT).]

AWARDS AND HONORS

The following awards and honors may be bestowed upon students selected by the teachers. Considerations in the selections shall include grades, attitude, attendance, leadership, citizenship, effort, and conduct.

Class / Department Awards (PK-8th Grade)

One student may be selected by the teacher of the class. Teachers may wish and are encouraged to give awards in their classes.

Honor Roll Recognition-Semester

Semester Honor Rolls will consist of students who have received no grade lower than an A (90-100) for each six week grading period during the semester. A-B Honor Roll (80-100) will consist of no grades lower than a "B" and at least one grade of "A" for each six-week grading period during the semester.

Attendance

Perfect attendance will be based upon a student being in attendance the entire day each day that school is in session. Students in attendance for any part of the day and leaving to go to a dentist or doctor appointment may still qualify for perfect attendance award if they bring a note from the doctor or dentist on their professional letterhead within the time limits described in the attendance section on this handbook.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, **persistent**, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, Principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the 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.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Milford ISD offers career and technical education programs. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

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

Milford ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

CELEBRATIONS

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.

CHILD SEXUAL ABUSE

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

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

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

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

The following online resources offer more information regarding child sexual abuse:

- Texas Association Against Sexual Abuse (taasa.org)
- Child Welfare Information Gateway (childwelfare.gov)
- Texas Attorney General Office (texasattorneygeneral.gov)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK/HIGHEST RANKING STUDENT

The class ranking system shall reward students for academic achievement. The system shall be equitable to all students within the District and shall foster achievement and learning. The District shall calculate class rank by averaging semester grades earned in grades 9–12 and any high school course taken prior to grade 9 for which a student earned state graduation credit. This calculation may exclude grades in certain classes as determined by policy. The District shall also categorize and weight eligible courses as Honors, Regular, and Modified Content. Grades for Honors courses shall receive additional weighting, as specified by the weighted grade scale in policy EIC (LOCAL).

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the Highest-Ranking Graduate for purposes of receiving the scholarship certificate from the state of Texas. In case of a tie in weighted GPAs, the District shall apply methods defined in EIC (LOCAL) to determine recognition as valedictorian or salutatorian.

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus Principal for students in grades 9-12 who meet specific criteria.

All changes to a student's class schedule must be approved by the parent, academic advisor, and Principal. In some instances, the teacher must also approve the change. Changes must be completed by **the tenth class day** of the school semester. Exceptions must be approved through the Administration.

COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Distinguished Achievement Program; or
- Completes the Foundation Plan that includes the Distinguished Level of Achievement** recognition; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT (subject to change due to SAT changes to scoring levels).

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of university's enrollment capacity for incoming resident freshmen.

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

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

**Beginning with the 9th graders in the 2014-15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the Foundation Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

COLLEGE CREDIT COURSES

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

- Enrollment in courses taught in conjunction and partnership with Navarro College. Milford ISD has an articulation agreement with Navarro College that provides for students to simultaneously earn high school credit and college credit (dual credit). These courses may be offered on or off campus.
- Enrollment in an AP or dual credit course through the Texas Virtual School Network.
- Certain CTE Courses.

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

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed simply—by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG(LOCAL) in the District's policy manual. A copy of this policy may be obtained in the Principal's or Superintendent's office.

In general, the student or parent should first discuss the complaint with the Principal. If unresolved, a written complaint and 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.

COMPUTER, ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only.

Students and their parents should be aware that email and other electronic communications using District computers are not private and may be monitored by District staff.

[For additional information, see policy CQ.]

CIPA – Compliant Internet Safety Policy

Introduction

It is the Policy of Milford Independent School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act (CIPA)*.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical (FCC 11-125), steps shall be taken to monitor and promote the safety and security of users of the Milford ISD online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications, including awareness of cyber bullying when interacting with other individuals on social networking websites and in chat rooms.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the Milford Independent School District staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the technology director of Milford ISD.

Adoption

This Internet Safety Policy was adopted by the Board of Milford ISD at a public meeting, following normal public notice, on July, 26, 2012.

*** CIPA definitions of terms:**

TECHNOLOGY PROTECTION MEASURE: The term "technology protection measure" means a specific technology that block or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Cod; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT: The term "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

In accordance with the CIPA Policy above, all students will be subject to the rules and guidelines of the District Computer/Technology Acceptable Use agreement.

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

Are Prohibited.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. (The school day is defined as 7:50 a.m., or when the first bell rings to go to class, until 3:45 p.m. or if student has tutorials, when the tutorial periods end.)

Items will be returned ONLY at the end of the school day. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. {See policy FNCE}

In limited circumstances and in accordance with law, authorized personnel may search a student's personal telecommunications device.

Students found with cell phones will face the following consequences:

- 1st Offense – 1 day of ISS
- 2nd Offense – 3 days of ISS
- 3rd Offense – 5 days ISS
- 4th Offense – 30 days in AEP.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

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

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. **These computer resources are a privilege, not a right.**

Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Prior to using District technology resources, the student and the student's parent must sign and return the District *Student Acceptable Use Policy (AUP) Signature Page* located in the Handbook Signature Packet acknowledging their understanding of the Acceptable Use Policy, responsibilities, and the consequences of violating the agreement.

Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Use of all district electronic resources is not private and may be monitored by District staff.

The district has taken precautions to restrict access to controversial information with the use of filtering software. Although it is impossible to control all materials, the valuable information and interaction available on this worldwide network

far outweighs the possibility that users may procure material that is not consistent with District educational goals. The District has established the following guidelines for Acceptable Use and asks that students and their parents read and discuss them together.

Definitions: For the purposes of this document, the word **inappropriate** shall be defined as those things that are:

- § Sexually explicit or graphic
- § Promoting and/or advocating violence
- § Promoting and/or advocating destruction of property
- § Promoting and/or advocating hatred directed toward any one group or ethnic background
- § Any other activity which is deemed inappropriate by the teacher and/or administration and is communicated to the students as being inappropriate use of the computers.

The word **appropriate** refers to those activities which teachers and/or administrators identify as supporting the District's educational goals and learning objectives.

Rules of Acceptable Use:

A. General Use:

- § Only students who have returned a signed AUP signature page which gives parental permission, and who are under direct supervision of designated District instructional employees are permitted to use a District computer.
- § Students may not use any network account except their own.
- § Students are prohibited from changing any computer settings and/or configurations.
- § Students may not install any software, including but not limited to commercial software, shareware, freeware, original software and/or utilities, or from the Internet onto school computers or networks.
 - Students are not allowed to open computer cases (CPU's) or make modifications to computers.
- § Students may access ONLY the folders specifically assigned to them.
- § Students are prohibited from storing information in their folders or on individual hard drives or on floppy disks which is not directly related to educational projects and assignments given by teachers and/or administrators.
- § Students are prohibited from accessing unauthorized drives.
- § Students must comply with all instructions and requests by a teacher or administrator concerning the use of the computers.
- § Students are expected to report violations of the AUP to teachers and/or administrators.
- § Students must log off after every use. Failure to comply may result in assigned discipline.

§ While at school or at school-sponsored events, students are prohibited from using personal or school owned devices to post to any social media site, including but not limited to Facebook and Twitter.

B. Internet/Electronic Communications Use:

- § Students are expected to understand that electronic communications are not private. Network administrators may review electronic communications and logs of Internet sites visited to verify appropriate use.
- § Students are expected to use network etiquette by communicating politely and using appropriate language.
- § Students are to visit only Internet sites which are appropriate for students and support District learning objectives.
- § Students are to notify their teacher immediately if they should encounter any material or electronic communication that is inappropriate.
- § Students may use email and the Internet ONLY in conjunction with educational assignments and/or projects as directed by a teacher and/or administrators.
- § Students must not respond to any electronic messages that are inappropriate.
- § Students must never agree to get together with anyone they "meet" online.
- § Students are prohibited from pretending to be someone else.
- § Students are prohibited from transmitting and/or displaying obscene or inappropriate messages or pictures or pornography.
- § Students are prohibited from revealing their own name, personal addresses and/or telephone numbers, except to request college information.
- § Students are prohibited from revealing names, personal addresses and/or phone numbers of others.
- § Students should use only their first names in communications outside the District.
- § Students may not access or download any programs, files, or information without permission from a teacher.
- § All Web pages created for the MISD Web site must be submitted to the designated campus Web Master for approval, and can be posted only by the campus Web Master.

C. Computer Ethics:

- § Students are expected to observe copyright law in their use of electronic media.
- § Students are prohibited from using computers and the network in a way that would harm another person or disrupt

use by others (hacking, uploading/creating viruses, downloading large files without permission, intruding on the files or electronic work of others, and/or committing any type of electronic or physical vandalism/ theft).

- § Students are prohibited from using District electronic media for commercial activities and/or political lobbying.

Unacceptable and Inappropriate Use of Technology Resources

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

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

In addition, any student who engages in conduct that results in a breach of the district's technology guidelines and/or 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.

Consequences:

Any infraction of the Student Acceptable Use Policy shall be reported immediately by the teacher to the Principal and the Technology Coordinator.

Violation of the Rules of Acceptable Use may result in disciplinary action, possibly including:

- § Loss of computer privileges for any length of time, up to the remainder of the school year, as determined by the teacher and administration.
- § In school suspension
- § Suspension
- § Placement at an Alternative Education Setting
- § Expulsion
- § Financial responsibility for all costs associated with system restoration including labor, hardware or software repair/replacement, and restoring the integrity of data.
- § Criminal charges

Disclaimer of Liability:

The District shall not be liable for users' inappropriate use of electronic communications resources or violations of copyright

restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

CONDUCT

Students are expected to behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for the property of others, including District property and facilities, is essential to the maintenance of facilities, safety, order, and discipline. Attending all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class is expected of all students. Students are to be well groomed and dressed appropriately each day.

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior—both on and off campus—and 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 any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

To achieve the best possible learning environment for all students, the **Student Code of Conduct** and other campus rules of behavior will apply whenever the interest of the District is involved, **on or off school grounds**, in conjunction with or independent of classes and school-sponsored activities

Articles Not Permitted

The following articles are prohibited on the grounds of the District: knives of any size, including pocket knives, clubs or weapons of any type, dice or playing cards.

Cheating

Copying another person's work, such as homework, class work, or a test, is a form of cheating. Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will also be considered cheating and the student shall be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have a reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

Disruption of School Operations

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person—student or non-student—who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.

- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts 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; entering a classroom without authorization; and disrupting the activity with loud or profane language or any misconduct.
- Interferes with the transportation of students in vehicles owned or operated by the district.

Self Defense

The privilege of self defense is limited. A claim of self defense in the use of physical force (including fighting and/or assault) will not exempt a student from discipline when:

- The student provokes, invites, or encourages the use of physical force by another person.
- The student had an opportunity to retreat from the situation or otherwise avoid the use of physical force and did not do so.
- The student had an opportunity to inform a school official of the threatened use of force and did not do so.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

Social Events

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

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

JUNIOR/SENIOR PROM --

The following guidelines will be used in regards to the Junior/Senior Prom:

- The prom will be sponsored by the Junior class.
- The prom committee will be responsible for planning, organizing, and implementing the prom. These students will report to their classes for input into planning, organizational, and implementation decisions, as well as provide progress reports from time to time. They will also keep the administration informed of decisions.

- Class members will sponsor fund raising activities to cover the cost of the prom. Any remaining funds will move with the class.
- The money paid for tickets and any extra money earned in the fundraiser will be the total operating budget for that year.
- MISD Junior and Senior students will be allowed to invite **ONE** guest to attend prom.
- Prom attendees (MISD students and non-students) are required to sign a prom contract prior to attending. This contract defines such items as appropriate attire, behavior, and consequences.
- MISD will provide adequate supervision to ensure a safe environment for the prom.
- **Anyone leaving prom before the official end of the event will not be readmitted.**

The sponsors of the prom committee will attend the prom at no charge, as well as the Superintendent, Principals, and the president of the Board of Trustees. All others will pay an amount to be set by the sponsors in order to attend.

Teacher Authority

Any teacher in the District has authority over any student at any time during school hours or at school-sponsored events. Failure to follow instructions or the showing of disrespect for a teacher is considered to be disruptive behavior and will be handled according to district policy.

Telephone Use

Students may use the telephone in the office with appropriate administrative permission. They are not to be given permission to leave class to use the phone. The office personnel will not call a student from class to take a phone call unless it is a clearly identified emergency.

COURSE CREDIT

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

CREDIT BY EXAM

If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the Principal, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for the course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The school academic counselor and/or Principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction

or advancement, or to accelerate to the next grade level. Contact the academic counselors for the dates on which exams are scheduled. During each testing window provided by the district, a student may attempt a specific exam only once.

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

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

If a student plans to take an exam, the student (or parent) must register with the academic counselor no later than 30 days prior to the scheduled testing date. The District will not honor a request by a parent to administer a test purchased by the parent from a State Board–approved university on a date other than the published dates. [For further information, see EEJB.]

See Policy EHDC (LOCAL) for questions regarding kindergarten acceleration.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [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. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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 or intimidating 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.

Two types of prohibited harassment are described below:

Sexual Harassment and Gender-Based Harassment

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

Examples of prohibited 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, all romantic and inappropriate social relationships, as well as all sexual relationships, between students and District employees are prohibited, even if consensual.

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false

statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, Principal, or other district employee. The report may be made by the student's parent.

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, the district may take interim action to address the alleged prohibited conduct.

If the District's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The District may take disciplinary 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.

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

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has

the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the Principal **PRIOR** to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school yearbook is available to students for purchase.

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

Non-school Materials ...from students

Unless a student obtains specific prior approval from the Principal, written materials, handbills, photographs, pictures, , films, tapes, posters, or other visual or auditory materials over which the school does not exercise control may not be posted, sold, circulated, or distributed on any school campus. To be considered, any non-school material must include the name of the sponsoring organization or individual. The decision regarding approval will be made in two school days.

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

Non-school Materials...from others

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

The front office is designated as the location for approved non-school materials to be placed for voluntary viewing by other students.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, self respect, prevent educational disruptions, avoid safety hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

The following modes of dress or grooming are prohibited.

Clothing

- Clothing, including tee shirts and jewelry, which displays music groups, sex, violence, drugs, tobacco, profanity, professional wrestling, alcohol, death (including but not limited to skulls and/or skulls and crossbones), or that promote hate and/or violence, **or any other slogan or words or pictures deemed inappropriate by the administration.**
- Gang-related clothing/dress/ornaments
- Black Gothic attire
- Tall T's
- Shorts, skorts, skirts shorter than fingertip length with arms in a normal position (i.e. arms hanging naturally as student is standing straight and upright). Slits or other decorative embellishments in clothing that reveal bare skin or underwear must not violate the fingertip rule. Clothing that "rides up" when walking is inappropriate.
- Shirts or blouses will cover the upper torso (chest, lower back, stomach) in such a manner that skin will not be visible when standing, sitting, walking, or reaching. **Note:** An acceptable test to determine appropriateness of the garment will be to ask the student to extend the arms over the head. The garment will be determined to be in violation if the stomach, sides, or lower back are visible with the arms raised over the head.
- Sagging pants are not permitted.
- Sloppy or torn clothing. Holes in pants **MUST** have something under them above the knees. No skin showing.
- Trench coats or dusters
- Underwear as outerwear or exposed underwear or nightwear
- Exposed midriff or cleavage
- See-through clothing (e.g. thin, sheer, or mesh)
- Sleeveless shirts or blouses that are not hemmed or that reveal the torso
- Spaghetti straps, halter-tops, tank tops, unbuttoned shirts and blouses (unless worn over appropriate garments such as an appropriate tee shirt) **Note:** All outer shirts must conform to the standard for appropriate length.
- Any school issued attire for UIL competition, unless approved by a coach or sponsor.
- Oversize, overlong, or excessively baggy pants or pants with oversized pockets (pants with pant legs that conceal the shoes are inappropriate)
- Unfastened overalls, suspenders, or belts

- Leotards or hosiery will not be worn as outer garment with only a shirt. They must be worn with dresses, skirts, or shorts of appropriate length
- Leggings are not allowed, unless worn with a shirt or tunic that covers down to at least finer-tip length.
- Pajamas
- House shoes of any type
- Skate shoes or cleats
- Bare feet or stocking feet
- Chains on clothing or wallets, or as necklaces
- Any inappropriately worn or mode of clothing that is disruptive (e.g. spandex clothing or tops that are too tight.
- Any Flip-flop style footwear for elementary students. Footwear must have a strap around the ankle.

Grooming

- the school building, though they may be allowed on top of head.
- Head coverings of any kind (Religious considerations will be made on an individual basis)
- Hairstyles that are extreme (including but not limited to spikes, mohawks, etc.)
- Non-natural colored hair (green, blue, purple, orange, cherry red, etc.)
- Sideburns below the ear lobe
- Body piercing jewelry (other than jewelry in ears)
- Drug-related items, or jewelry with any type of weapons or drug/drug paraphernalia on them
- Heavy or spiked jewelry (e.g. dog collars, heavy chains, spiked bracelets, etc.)
- Glitter, stickers, writing or drawing on the body
- Picks and barber combs in the hair
- Visible tattoos (whether real, fake, hemp or ink drawn)
- Band-aids, plastic spacers, stickers, etc. to conceal body piercing

Students are to be clean-shaven. Mustaches and goatees that are well groomed and of reasonable length, as determined by the Principal, shall be permitted, excepting for handlebar mustaches. Full beards, regardless of width, are not permitted.

The above standards are meant to promote community values and enhance an order educational environment, and shall not infringe on any individual's religious beliefs or protected free speech. School personnel shall maintain the authority to accommodate an individual's religious or free speech expressions or beliefs.

*****NOTE:** If Administration determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or can accept temporary clothing (if available) that is appropriate and provided by the school. Students will not be sent home to change clothing, shave, etc., except in rare circumstances. Repeated violations will result in more serious disciplinary action in accordance with the Code of Conduct Category II procedures. **Administration will make final determination as to any grooming or clothing that is deemed to be inappropriate or disruptive.**

The Administration, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate

the dress and grooming of students who participate in the activity. Students who violate those standards may be removed or excluded from the activity by the Administration or sponsor and may be subject to other disciplinary action.

DUAL CREDIT COURSES / COLLEGE COURSES

Milford ISD has entered into an agreement with Navarro College that allows Navarro College to offer courses in which students attending high school may enroll and receive both course credit toward high school graduation requirements and course credit as a college student. Students in this program are both high school and college students and must abide by all policies, procedures and decisions of Navarro College and Milford ISD.

Students in grades 10-12 are eligible for this program. To participate, students must meet the testing requirements as set forth by Navarro College. Milford ISD will provide scheduled opportunities for eligible students to take the required tests. Upon admission to this program, Milford ISD will pay tuition, fees, and books for students to enroll in one dual credit class in their first semester of participation. Students who demonstrate academic success (defined as a grade of "C" or better) remain eligible for this program and will be allowed to enroll in additional courses. Students who do not demonstrate academic success must have the approval of the academic advisor and Principal to continue in the program. Course selection is subject to approval of the academic advisor and Navarro College dual credit department.

The number of courses paid by Milford ISD will vary subject to the availability of funding. Please see the academic counselor for additional information.

END-OF-COURSE (EOC) ASSESSMENTS

See "Standardized Testing" on Page 37-38

EXEMPTIONS (Grades 9-12 only)

Students may be exempt from semester exams if they meet the requirements of grades and attendance. In order to promote attendance and offer academic incentives, the following guidelines will be implemented each semester:

<u>Class Average</u>	<u>Excused Absences</u>
95-100	3 or less
90-94	2 or less
85-89	1 or less
80-84	No absences

Any unexcused absence during the semester will forfeit the exemption privilege for that semester. Missing class for a school related or sponsored event is not counted as an absence for exemption purposes. **Any suspension from school is considered an unexcused absence for purposes of the exemption policy. Placement in ISS will result in loss of the exemption privilege. Any student found to have committed academic dishonesty will forfeit the exemption privilege for that semester.** *The Principal has the final decision as to the determination of excused or unexcused absences.* Students can be exempt only if they have been continuously enrolled at Milford ISD from the first day of the semester with no breaks in attendance.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school and school-related activities is an excellent

way for a student to develop talents, receive individual recognition, and build strong friendships with other students; **participation, however, is a privilege, not a right.**

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class, other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English, may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards and Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply **in addition** to any consequences specified by the organization's standards of behavior. Policies for extra-curricular and co-curricular activities are found in separate documents, which will be given to interested students.

[For further information, see policies FM and FO.]

Offices and Elections

Officer qualifications include:

- Must have maintained a "75" or better overall average in all academic courses during the year previous to serve as officer in any school sponsored club/group. P.E. classes will not be included in this overall average.
- Must not have been disciplined as a serious disciplinary problem during the year prior to election. (A student will be removed from office at any time he/she is found to have committed a "serious offense" as defined in the Student Code of Conduct.)

FEES

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

Extracurricular activities which are subject to additional charges if the school administration deems necessary:

- Costs for materials for a class project that the student will keep.
- Damage to laboratory equipment due to abuse or failure to follow proper procedures.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased clothing/apparel, pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental, maintenance and uniform maintenance.
- Fees for lost or damaged musical instruments, books, tapes, and/or CD's.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for lost or damaged textbooks.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on District premises.

- Saturday School.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the Superintendent. [For further information, see policy FP.]

In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN) may be charged.

FUND RAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Principal at least 30 days before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES

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

GRADE LEVEL CLASSIFICATIONS

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

<u>Credits Earned</u>	<u>Classification</u>
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

GRADING GUIDELINES

In grades 1-12, achievement is reported to parents as numerical scores. The grading system shall be as follows:

- 90 -100 Superior (A)
- 80 -89 Good (B)
- 70 -79 Passing (C)
- 69 and below Failure (F)
- I - Incomplete

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School beginning with the 2014-15 School Year

Beginning with students who enter grade 9 in the 2014-15 school year a student must meet the following requirements to receive a high school diploma from the District:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to

the courses mandated by the state;

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.
- Receive instruction in cardiopulmonary resuscitation. The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. **This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.**

State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option.

See the academic counselor for more information on the state testing requirements for graduation.

Also see **Standardized Testing on page 37-38 for more information.**

GRADUATION PROGRAM

Foundation Graduation Program

- **Foundation Graduation Plan 24 credits**
- **Foundation + Endorsement 26 credits**

Students enrolled in high school in the 2014–15 school year and thereafter will graduate under the Foundation Graduation Program. Within the Foundation Graduation Program are endorsements, which are paths of

interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript.

The Foundation Graduation Program also defines the "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics 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.

Graduating under the Foundation Graduation Program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school academic adviser can provide more information about these acknowledgments.

See the chart at the back of this handbook for specific course and credit requirements.

Personal Graduation Plans for Students Under the Foundation Graduation Program

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

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

Certificates of Coursework Completion

A certificate of coursework completion **will not** be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated

satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individualized education program (IEP).

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

For students who entered high school prior to the 2014-2015 school year, if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the Foundation Graduation Program will make instructional and assessment decisions for these students in accordance with state law and rules.

Graduation Activities

Graduation is a component of education, but graduation is not a right similar to the right to receive an education. Graduation activities and ceremonies denote the completion of public secondary education signified by the awarding of a diploma. Students shall be required to have met all state and local requirements including verification of **successfully** completing all State required exit-level and/or end-of-course testing as a prerequisite for receiving a diploma. Students who have failed to fulfill either the credit requirements or the End-of-Course test requirements shall not be permitted to participate in graduation exercises. Students who have met graduation requirements in any semester shall be eligible to participate in the spring graduation exercises or receive their diplomas privately.

"Students eligible for speaking at graduation" is defined in policy FNA (LOCAL).

High School Graduation Dress Code

The dress code for the high school commencement exercises shall be established by administration.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation, such as the purchase of invitations, senior ring, cap and gown, and senior picture, both student and parent should monitor progress toward completion

of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 20]

HAZING

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

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

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. Schools must exclude students with certain illnesses from school for periods of time as identified in state rules. For example, **if your child has a fever of 100 degrees or higher, he/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 diarrheal-suppressing medications for at least 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. Contact the school if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis

State law requires the District to provide the information on the on bacterial meningitis:

What is Meningitis?

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

What are the Symptoms?

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

Children (over 2 years old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How Serious is Bacterial Meningitis?

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

How is Bacterial Meningitis Spread?

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

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

How Can Bacterial Meningitis Be Prevented?

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

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

What Should You Do If You Think You or a Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine.

* The TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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. This may affect a student who wishes to enroll in a dual credit course taken off campus.

Contagious Diseases /Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. The Principal's office can provide information from the Texas Department of Health regarding these diseases. Parents of a student with a communicable or contagious disease should phone the school Principal so that other students who might have been exposed to the disease can be alerted.

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 Principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

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

Also see policy FFAF.

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. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

If careful observation indicates that a student has head lice, the school will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. After the student has undergone one treatment, the parent should check with the school to discuss the treatment used. Students with head lice are not allowed to attend school until documentation of proper treatment is supplied to the school office. The school can offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Absences incurred as a result of the student having head lice are considered unexcused for attendance purposes. This will not apply to the day the student is sent home from school because of head lice.

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school shall engage in at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

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

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's School Health Advisory Council is available from the Assistant Principal.

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

Other Health-Related Matters

Asbestos

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Superintendent's office. If you have any questions, please contact the Superintendent.

Pest Management Plan

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

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

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the Principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Examinations/Health Screenings

All students entering District schools for the first time in any grade level shall provide evidence of having received a tuberculosis skin test since the fourth birthday.

Students desiring to participate in the UIL athletic program shall submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required for the first year of middle school competition and the first year of the high school competition. In other years, students shall complete a medical appraisal form. Students may be required to have a physical examination based on the answers to the appraisal form.

The District screens for scoliosis and type II diabetes. The district performs a physical fitness test as mandated by the state. The District may provide additional screening as District and community resources permit. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies. The student's health record shall include a statement of the referral and any follow-up contact that may be done.

Tobacco Prohibited

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products 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.].

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.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, the Principal, at 972-493-2921.

HOMEWORK

Homework is an essential component of the educational process. Homework is additional practice of the skills and concepts taught in the classroom. It is also a valuable tool for the teacher to assess the student's understanding of those skills and concepts.

Homework will be due on the date designated by the teacher.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, 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, Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corquest.dhs.texas.gov>.

The form must be notarized and submitted to the Principal or school nurse within 90 days of notarization. A separate form must be provided for each student for whom the parent is seeking an exemption.

The immunizations required are: DT and/or Tdap (diphtheria, tetanus, and acellular pertussis), Hepatitis A, Hepatitis B, MMR (measles, mumps and rubella), Varicella (chickenpox), PCV (pneumococcal conjugate), Polio (IPV), and meningococcal (MCV4). Other immunizations may be required as per new state mandates. Your doctor can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted above at **Bacterial Meningitis**, entering college students must now, with limited exception, furnish evidence of

having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

For further information, see policy FFAB and the Department of State Health Services Web site.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

The Principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Principal considers to be a valid objection to notifying the parents. **Because the Principal does not have the authority to prevent or delay a student's**

release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The District is also 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.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LEAVING CAMPUS

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 learning opportunities. Unless the Principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Be prepared to show identification. You will not be allowed to go to the classroom or other area to pick up the student. District personnel will bring the student to the office.
- For high school students, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a parent note must be submitted prior to the student leaving. A phone call may be accepted if approved by an administrator, but the school may also require a note to be submitted for documentation purposes. The student must sign out through the office and sign in upon his/her return.
- If a student becomes ill during the school day, district personnel will determine that the student should go home. School personnel will contact the parent and document the parent's wishes regarding release from school. Unless directed by the parent to release a high school student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. Under no circumstances will an elementary or middle school student be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Milford ISD is a closed campus. Therefore, students are not permitted to leave campus during the lunch period without

administrative permission. Failure to comply with this rule will result in disciplinary measures being applied.

At Any Other Time During the School Day

Students are not authorized to leave campus during the regular school hours for any other reason, except with the permission of the Principal. Students who leave campus in violation of these rules will be subject to disciplinary action.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) 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 a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish test, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP 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.

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absence

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any project or assignment in accordance with time lines approved by the Principal and previously communicated to students.

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

A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The time allowed for the make-up work to be handed in will be one day for each day missed. Example--if you missed 4 class days because of illness, you will be allowed 4 school days or classes to hand in your make-up work. (There can be extenuating circumstances).

Six weeks and semester exams shall not be given early unless approved by the teacher and administration. Students who are absent from school for an unexcused absence will not be allowed to participate in school related activities on that day or evening. Students with absences due to illness will need a doctor's release prior to participation in that day's or evening's activities.

Students who must leave school during the day must bring a note from their parent that morning. Students who become ill during the school day should, with the teacher's permission, report to the school office. The Principal/designee will decide whether or not the student should be sent home and will notify the student's parent.

Doctor's notes for lengthy, serious, or chronic illnesses must be updated periodically.

All student absences must be cleared within guidelines set forth by the administration or the student will not be promoted to the next grade level.

DAEP and In-school Suspension Makeup Work

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including distance learning, or summer school. Work must be made up according to guidelines and timelines established by the administration.

In-school Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete work according to guidelines and timelines established by the teacher of the class and/or the administration.

MEDICINE AT SCHOOL

No District employee will give a student prescription medication, nonprescription medication, herbal substances, or dietary supplements except:

- Authorized employees, in accordance with policy, and:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if it is required by the student's individualized

education program (IEP) or Section 504 plan for a student with disabilities.

- In certain emergency situations, the District will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the District's medical advisor for treatment of the particular emergency; and
 - When the parent has previously provided written consent to emergency treatment on the District's form.

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 administration.

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 by the same procedures for dispensing other medicines 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 physician or other licensed health care provider. The student must also demonstrate to his or her physician or health-care provider and to school officials the ability to use the prescribed medication, including any device required to administer the medication.

The student and parents must see the Principal or Principal's designee if the student has been prescribed asthma medication for use during the school day.

[For further information, see policies at FFAC.]

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

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.

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.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Milford ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability, or any other basis prohibited by law, in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following District staff members have been designated to coordinate compliance with these requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex : Don Clingenpeel, Superintendent, 972-493-2921.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mark Jackson, 972-493-2921.
- All other concerns: See the Principal, Lynn Dockery, 973-493-2921.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

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

This examination is required 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 are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, in accordance with state law, student will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Principal to excuse their child from reciting a pledge.

State law requires that 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. **Students may not opt out of participating in the minute of silence.** In addition state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls

on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

PRAYER

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

PROMOTION AND RETENTION

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

Grades 9-12:

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. See **Grade Level Classifications**.

Grades 5-8:

In grades 5-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all academic subject areas (excluding p.e.) and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 1-4:

To be promoted from one grade level to the next, elementary students must attain a 70 average or better in each of the following: language arts, reading, and mathematics. If a student fails one of these subjects, the student will not be promoted. Students must also attain an overall average of 70 or above. The overall average shall be derived by averaging the final numerical grades for language arts, mathematics, reading, science, and social studies.

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.
- If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment,

the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

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

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If the student fails a second time, a grade placement committee, consisting of the Principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. Students will also have multiple opportunities to retake EOC assessments.

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

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by an academic 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. Contact the Principal for additional 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.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Report cards with your child's grades or performance and absences in each class or subject are issued to you at least once every six (6) weeks grading period.

At the end of the first three weeks of a grading period, or midpoint in a shortened grading period, students will be given a written progress report to take home to parents. If students receive a grade lower than 70 in any class or subject during a grading period, parents will be requested to schedule a conference with the teacher of that class or subject. Call the school at 972-493-2921 to schedule a conference. The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and must be returned to the school within three (3) days.

Teachers follow grading guidelines that have been approved by the Principal and Superintendent 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 that the teacher did not follow the district's grading policy. [See policy EIA.]

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).

SAFETY

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure 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 safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about

allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school to update any information.

Emergency School-Closing Information

In the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat, parents will be notified through an automated telephone notification system. Each year parents are asked to provide telephone numbers on the enrollment form. It is important that you keep the school informed of any changes to these numbers. **When receiving a call from the school through this system you MUST say "hello."** This will activate the recorded message from the school.

SCHOOL FACILITIES

Cafeteria Services

The District participates in the School Breakfast Program and National School Lunch Program and offers nutritionally balanced meals daily to students. Free and reduced-price meals are available based on financial need. Information on this program can be obtained from the Superintendent's office. Students will be allowed 3 charges before receiving an alternative meal.

In compliance with state law, **parents or legal guardians are the only persons allowed to bring food into the school for their child.** In all cases, the parent or guardian will check in at the office for a visitor's pass prior to entering the eating area. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Campus Cleanliness

All have a personal responsibility to preserve the beauty and orderliness of the campus and facilities. Any conduct that would mar the above (vandalism and/ or littering) will not be condoned and, where needed, will be met with appropriate disciplinary action. This applies to the cafeteria also. Students are to leave their dining areas as they found them. Any accidental spills are to be cleaned by the student(s) responsible.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsal, club meetings, athletic practice, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter code of conduct for participants established by the sponsor in accordance with Board policy.

Use of Hallways

Loitering or standing in the halls between classes is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for student use during the school day with teacher permission. The library may be closed from time to time to accommodate personnel scheduling.

Loitering On Campus

No person (student or otherwise) is to remain on school grounds any longer than is absolutely necessary following the close of the school day or following a night-time school activity (athletic contest, school meeting, etc.). Students found in violation of this policy shall be subject to appropriate school disciplinary action.

Meetings of Non-curriculum-Related Groups

For purposes of the Equal Access Act, the board has decided against allowing non-curriculum related student groups to meet on school premises during non-instructional time.

Any student group wishing to meet on school premises during non-instructional time shall have a faculty sponsor and shall have demonstrated to the Principal and the Superintendent that it's subject matter and purposes are systematically related to the school's curriculum in a manner provided by Board Policy FM.

School Trips

All school trips will follow the handbook, school, and legal rules especially when school money is used or if that money is raised during school hours, at school events, or deposited in school accounts.

Use of School by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Students must be accompanied by a teacher or sponsor of the activity for which the building is being used.

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

The building is open to students at 7:20 a.m. Students must report to the cafeteria until the warning bell rings for students to go to classes.

SEARCHES

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

Students' Desks and Lockers

Students will be assigned lockers at the beginning of the school year and will keep the locker throughout the year, unless reassigned by the administration. Student desks and lockers are school property and remain under the control and jurisdiction of the school, even when assigned to individual students. Students have full responsibility for the upkeep and security of lockers. The school reserves the right to inspect all lockers.

Students are fully responsible for the security and contents of the assigned desks and lockers. Students must be certain that the locker is locked, and that the combination is not available to others. Students must provide a key and/or the combination to the office. Failure to provide the office with a key or combination may result in the lock being cut off.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The school will perform random locker inspections as deemed necessary by the administration.

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

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others.

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

Trained Dogs

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

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the Principal.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the academic advisor to determine the appropriate exam to take; entrance exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and PreACT are the corresponding preparatory and readiness assessments for the SAT and ACT. Information can be obtained on these assessments from the academic counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the Foundation Graduation Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP).

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.

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

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

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

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. Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

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.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL web site.

STUDENT DRIVERS

Students must provide a valid driver's license and proof of financial responsibility (insurance) in order to bring a vehicle onto district property. All vehicles must display proper registration and inspection stickers. Students will park only in designated parking areas. Any individual operating a vehicle in an unsafe manner, as determined by administration, will be denied the privilege of bringing their vehicle on school grounds.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: Football games; opening announcements and greetings for the school day. Students are eligible to introduce these events if they are in the highest two grade levels of the school and hold one of the following positions: class officers of the highest grade level in the school, captains of the football team, and NHS officers. Fifth and sixth grade students may lead the recitation of the pledges.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the Principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the Principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See FNA(LOCAL)]

STUDENTS IN FOSTER CARE

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

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Please contact the Principal who has been designated as the district's foster care liaison at 972-493-2911 with any questions.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school administration. The school can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access TexasSuicidePrevention.org at their website or contact the school for more information related to suicide prevention and to find mental health services available in your area.

SUMMER SCHOOL

Contact the Principal or academic advisor for information regarding summer school.

TARDINESS

See "Milford ISD Discipline Guidelines" located at the back of this handbook.

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

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

Textbooks issued by the school should be returned in the same condition as issued. Any student returning a textbook that has been damaged beyond normal wear and tear will be required to reimburse the school for a new textbook if it is determined that the damage is due to negligence or improper treatment of the textbook. If the damage is such that the book can still be used effectively, the student will be charged a percentage of the cost of the book as determined by the textbook coordinator.

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The District makes school bus transportation available to all students **living two or more miles** from school. This service is

provided at no cost to students. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the school by calling 972-493-2911.

Bus routes and any subsequent changes are posted at the school.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school 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 and treat him/her with respect.
- Enter and leave the bus in an orderly manner at the designated bus stop.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.
- When students ride in a District van or passenger car, seat belts must be fastened at all times.
- Obey any other rule the driver or administration will implement for student safety.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

TUTORIALS

Tutorials will be provided for students needing special/additional instruction. Additional information will be given by the academic advisor.

A student must attend tutorial sessions as required by the district. Transportation to and from school for tutorials shall be the responsibility of the student's family if scheduled at other than regular school time.

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

Administrators will review the recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the Front Office and must comply with all applicable district policies and procedures. **All parents and other visitors should be prepared to show identification.** Visitor's must sign in on the appropriate forms, and display the visitor's pass in plain sight.

Visits to individual classrooms during instructional time are permitted only with approval of the Principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Visitors Participating in Special Programs for Students

On designated days, the District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

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

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages, book clearance, and fee clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the office for the last report card and course clearance; and finally, to the Principal. **Be sure to allow time for this procedure.** A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

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

APPENDIX I - Forms requiring signatures

Please see separate signature packet labeled “Milford ISD 2018-2019 Handbook - Appendix I Signature Packet.”

GLOSSARY

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

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

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

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

DAC stands for District Advisory Committee, a committee of parents, students, business and community representatives, teachers, principals, and other district staff. The formation of the DAC is required by state law (Texas Education Code, §11.251).

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for these exams will be given in English I, English II, Algebra I, Biology, and US History.

Every Student Succeeds Act (ESSA) is a federal law passed in December 2015 that governs the United States K–12 public education policy.

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

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

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

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.

PreACT is the preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

PSAT is the preparatory and readiness assessment for the SAT. This is usually taken by students in grade 10.

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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

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

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

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

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

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

Milford ISD

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family of Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Milford ISD

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of–*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam 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 a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Milford ISD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Milford ISD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Milford ISD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Milford ISD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

MILFORD ISD PARENT & FAMILY ENGAGEMENT POLICY

2018-2019

Statement of Purpose

Milford ISD is committed to providing a quality education to every Milford student. Our goal is for each student to experience success. This best occurs when there is a strong partnership between home and school.

Goals

- All students will develop skills necessary to enjoy a productive and satisfying life.
- All students will succeed in mastering the State of Texas Assessment of Academic Readiness.
- All students will do well on the State of Texas Assessment of Academic Readiness.

Development of Policy

Parent comments from parent-teacher conferences, parent surveys, and other meetings to solicit parent input were used in the development of the policy. The policy is placed on file in the Superintendent's office and reviewed annually to ensure that it continues to meet the needs of our students.

Parental Involvement Opportunities

- Parent involvement section in the student handbook outlines various suggestions as to how parents can encourage their child's success and monitor his/her academic progress. The handbook is provided to each parent at the beginning of each school year.
- Parents are invited and encouraged to serve as parent representatives in such committees as the district-level planning committee and the School Health Advisory Committee.
- Parents are invited and encouraged to help sponsor extracurricular activities, parties, and accompany students on field trips.
- Parents receive a notice and invitation of all special programs or activities presented by students.
- Parents are encouraged to accompany their secondary students when registering for classes each school year, and to consult the academic counselor and/or Principal for any questions they may have.
- Parents are provided progress reports as well as report cards for each grading period and invited to conference with teachers during normal conference hours.
- Parent input is solicited in reviewing programs and initiating procedures to meet state requirements.
- Parents are invited to eat lunch with their children.

Parent/Staff Communication

Parents receive written notices and phone calls from school personnel as needed, both for academic progress, school programs, and discipline issues. Parents are encouraged to seek out the teacher when they have any concerns. The school provides a Spanish translator if necessary. The school also establishes open communication with parents through newsletters, posted public notices, the school marquee, conferences, teacher notes in student folder, personal contact, and brochures about Milford ISD programs. Parents are made aware of their rights at the beginning of each school year through the student handbook.

The school staff receives training annually on the importance of working closely with parents and keeping them apprised of progress, concerns, or other issues that may arise.

Parental Involvement Program Evaluation and Improvement Process

Evaluation of the Milford ISD Title I, Part A Parental Involvement Program, as well as the entire district-wide Parental Involvement Program, will be conducted through the annual Title I, Part A meeting, survey results, and parental feedback during parent-teacher conferences. This information will be used to design strategies for revision of the Parental Involvement Program and for school improvement.

Funds

Milford ISD is a campus wide Title 1 school, allowing all students to benefit from available funds. In addition to the regular curriculum, students receive supplemental and accelerated instruction in reading, math, science, and social studies. These programs use scientifically-based researched methods and instructional strategies that are effective in helping students achieve.

Program Coordination

Because Milford School is a campus-wide Title 1 school, programs are coordinated through close cooperation of administration, teachers, and directors of special programs.

Annual Meeting

Milford ISD will hold at least one meeting annually during the last six weeks of the school year to review effectiveness of programs and plan for the upcoming year. Copies of the district's current Parent & Family Engagement Policy will be distributed at the meeting. Parents are encouraged to become involved in the revision and updating of the policy as necessary.

MILFORD ISD DISCIPLINE POLICIES AND GUIDELINES

It is our intention to provide the best possible atmosphere and learning environment for every student. A team of teachers, along with administration, developed guidelines to ensure every student will have this environment. The following guidelines have been explained to all students. MISD asks that you support our efforts by going over these guidelines with your child.

Dress Code

Students out of dress code will be placed in a secure location until the problem is corrected. Parents will be contacted for additional clothes. All teachers are responsible for correcting dress code violations.

Tardy Policy

Teachers will be held responsible for keeping up with the tardies in their classrooms. The tardy policy takes effect for each six weeks grading period.

** Students will be given 3 excused bathroom passes per class each 6 weeks period, After that;

- On the 4th unexcused tardy: one day of lunch detention
- 5th unexcused tardy: two days of lunch detention
- 6th unexcused tardy: three days of lunch detention
- 7th unexcused tardy: one hour of after school detention
- 8th unexcused tardy and every one thereafter: one day of In-school suspension

Lunch Detention Policy

Any staff member may assign a lunch detention. The staff member will give the student a copy of the lunch detention slip. At the end of each six weeks, a copy of the lunch detention(s) will be mailed home to parents/guardians. The lunch detention policy will be in effect for each semester.

- On the 6, 8, and 10th lunch detention the student will be assigned one hour of after school detention.
- On the 12th and every two lunch detentions thereafter, the student will be assigned one day of In-school suspension.

In-School Suspension

The following will result in an automatic ISS placement:

- Fighting: 1st fight—five days of ISS; 2nd fight—3 day out of school suspension and 5 days of ISS; 3rd fight—DAEP assignment
- Profanity or lewdness: directed at a teacher—5 days of ISS; said aloud but not to teacher—3 days of ISS
- Tobacco products possession and use: possession - three days of ISS; use – 5 days of ISS. Further offenses will result in increased discipline.
- Public Display of Affection/ Inappropriate touching—the number of days assigned will be based on circumstances and severity
- Disrespectful conduct or class disruption—the number of days assigned will be based on circumstances and severity
- Harassment/intimidation/bullying—the number of days assigned will be based on circumstances and severity (possible ISS and/or DAEP placement)
- Leaving the classroom without permission—since this becomes a supervision/security issue, the number of days assigned will be based on the circumstances and severity.

Discipline consequences become more severe with the number of office referrals. Discipline may be reduced based on student's age and is at the discretion of the assigning administrator.

Any other discipline not mentioned is up to the discretion of administration.

It is the intention of MISD to provide positive intervention strategies to ensure student success. Therefore, curriculum will be provided to each student allowing them to reflect on their actions and strategize a better solution to his/her problem. Many students in grades PK through 3rd will be assigned a 30-minute time-out first. If the student continues to make poor choices, s/he could be assigned time-out for the remainder of the day.

DAEP (Disciplinary Alternative Education Program)

- Chronic or habitual disruptions and/or ISS placements
- Any mandatory placement as outlined in Texas Education Code Chapter 37

The number of days assigned will be based on circumstances and severity.

ISS Rules

Since it is the goal of MISD to provide positive intervention strategies, students will be required to fulfill curriculum, which will enable the student to reflect on their actions and strategize a solution to help them be more successful. Each student placed in ISS will be

required to follow these rules:

- Show respect to all adults overseeing ISS.
- Check in any cell phone, pager, or any other electronic device to the ISS supervisor. (These will be given back to the student at the end of each day.)
- Complete intervention curriculum.
- Complete class work provided by the teacher. Any class work not finished during the ISS assignment becomes the responsibility of the student to complete at home. All class work provided to the student during ISS will be due the day they return to class.
- Students will not be allowed to sleep.
- Students will not be allowed to write notes or doodle. All writing must be for a classroom assignment.
- Students will not be allowed to talk.
- Students will be given one chance to correct behavior. If a student refuses to comply with the ISS supervisor(s), the student will be suspended. The length of suspension will be determined by the administration.

After School Detention Rules

Students assigned an after school detention will serve one hour. The following rules apply during this assignment:

- Students must be present in the detention room within five minutes of the school dismissal bell. Failure to do so will result in an additional day of after school detention.
- Students will be allowed to complete homework or read an AR book. Students who come with no homework or without an AR book will be required to copy from the student handbook.
- Students will not be allowed to sleep.
- Students will not be allowed to write notes.
- Students will not be allowed to talk.
- Any student who misses an after school detention will serve one day in ISS.

Parents or legal guardians can be assured that the following will take place in the classrooms of Milford ISD:

1. Classrooms will be orderly. Rules and consequences will be explained to students.
2. Teachers and/or administration will contact parents or legal guardians for student behavior problems as outlined in the School Discipline Plan.
3. Parents or legal guardians will be given a copy of the school and/or the classroom homework policy.
4. Students will be given a classroom supply list within the first week of school.

Student Suspensions

Suspensions are generally viewed as a last resort when all other discipline procedures have been explored or the severity of the discipline problem warrants a student being removed from the school setting. The administration removes a student from class *and* all school-related activities for up to three days. The student will be given an excused absence during this time. During suspension, all class work, homework, and other requirements determined by the school administrator are to be completed and returned in accordance to the excused absence make-up work policy. Students who choose not to return missing work assignments will be given a zero.

The Foundation Graduation Program

Course Area	Number of Credits Foundation Program	Number of credits Foundation with Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education **	1	1
Language other than English ***	2	2
Fine Arts	1	1
Locally required courses	1 credit in World History 0.5 credit in Communication Applications or Professional Communications 0.5 credit in Electives	1 credit in World History 0.5 credit in Communication Applications or Professional Communications 0.5 credit in Electives
Electives	5	5
Miscellaneous		Available Endorsements **** STEM (Science, Technology, Engineering, & Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	24 credits	26 credits

* In order to obtain the distinguished level of achievement under the Foundation Graduation Program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

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

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

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