

Little Cypress-Mauriceville *Consolidated Independent School District*

LCM
Sherry Combs

6586 FM 1130 ❖ Orange, Texas 77632 ❖ Phone 409-883-2232 ❖ Fax 409-883-3509

Community Relations Coordinator

Dear Parent:

One of the primary goals of the Little Cypress-Mauriceville CISD is to provide a safe learning environment for each child. In an effort to assure this, we have put a number of procedures in place. One of these is to ask all of those who will be in contact with children at school to complete the *Volunteer Background Check Permission Form*. This includes parents, grandparents or any other school volunteer. The results of these are kept confidential in the Central Office and must be submitted on a yearly basis to assure the information is current.

Those whose records have offenses that are in anyway a threat to the safety of students or staff, will be notified and asked to refrain from acting as a room mother/father, a chaperone for field trips, a PTA or PTO volunteer, classroom volunteer, or participation in any other activity that involves being on a school campus at times other than during class programs or presentations. Current *LCM CISD employees or substitute teachers do not have to complete the background check form, since they are already screened through the employment process.*

Approved volunteer lists are issued to the campus principal and secretary. They do not have access to the records of those who have not been approved. If you have questions concerning background checks, please feel free to call me at 883-2232, extension 3. Your child's welfare is one of our top priorities and we appreciate your cooperation in providing this information.

Sincerely,



Sherry Combs
Community Relations Coordinator

Attention: Parents / Guardians

To enroll your child in a Little Cypress-Mauriceville CISD campus, please fill out the following forms, print them out, sign where indicated, and take them to the campus where you wish to enroll your child along with the documents listed below.

You will also need to bring:

1. Proof of Residency (current utility bill, electric bill preferred)
2. Student's Birth Certificate
3. Student's Social Security Card
4. Withdrawal form from previous school
5. Parent's / Guardian's State Identification (Driver's License preferred)

The registrar / attendance clerk will assist you at the campus. I have any questions prior to your arrival, please contact the campus at:

Little Cypress Mauriceville High School

Grades 9-12

(409) 886-5821 ext. 1160

Little Cypress Junior High

Grades 6-8

(409) 883-2317 ext. 3330

Little Cypress Intermediate

Grades 4-5

(409) 886-4245 ext. 5202

Little Cypress Elementary

Grades PK-3

(409) 886-2838 ext. 4040

Mauriceville Middle School

Grades 6-8

(409) 745-3970 ext. 7130

Mauriceville Elementary

Grades PK-5

(409) 745-1615 ext. 6090

Corporal Punishment Permission Form

School Board provides corporal punishment as a means of discipline to be used as a last resort or for a severe disruption.

Please check the appropriate blank, sign and return the lower portion to your child's classroom teacher or campus registrar/attendance clerk.

I give my permission for corporal punishment to be administered as a last resort or for severe disruption.

I do NOT give my permission for corporal punishment to be administered. I understand that my child will receive another form of discipline (suspension, detention, etc.).

Student Signature

Grade

Date

Parent/Guardian Signature

Date

Teacher Signature

Date

**LITTLE CYPRESS-AURICEVILLE C.I.S.D.
EMERGENCY INFORMATION FORM**

Child's name _____ Campus _____ Grade _____ Bus Number _____

Date of birth _____ School Year _____ Homeroom teacher _____

Information to help district personnel contact the child's **parent, guardian, or conservator**:

Father's/Guardian's Name _____ Home phone # _____ Cell phone # _____
Home address _____ City _____ State _____ Zip _____
Place of employment _____ Business phone # _____ ext _____
E-mail _____ Beeper # _____ Other # _____

Information to help district personnel contact the child's **other parent, guardian, or conservator**:

Mother's/Guardian's Name _____ Home phone # _____ Cell phone # _____
Home address _____ City _____ State _____ Zip _____
Place of employment _____ Business phone # _____ ext _____
E-mail _____ Beeper # _____ Other # _____

Note: Parents or guardians listed above have permission to pick up the child, unless otherwise indicated. Notify the school principal immediately if there are any court orders restricting noncustodial parents or others from contact with the child. Provide the principal with a copy of the order.

Please list the name and telephone number of two **friends or relatives** who, in the absence of parents, can authorize and/or take student for medical treatment. These two individuals are also authorized to pick up the child from school in an emergency:

1. Name _____ Relationship to child _____ Home phone # _____
Cell phone # _____ Business phone # _____ ext _____ Beeper # _____
E-mail _____ Other # _____
2. Name _____ Relationship to child _____ Home phone # _____
Cell phone # _____ Business phone # _____ ext _____ Beeper # _____
E-mail _____ Other # _____

The child's **medical** information:

Doctor's Name _____ Office location _____ Phone # _____
Dentist's Name _____ Office location _____ Phone # _____
Health Insurance Company _____ Dental Insurance Company _____

Special Precautions (Please Explain). Please note that this information may be shared with faculty and staff so that they may appropriately respond to the health needs of your child. My child has or has had:

Heart trouble _____ Convulsions _____ Asthma _____
Diabetes _____ Allergies _____
Medications or drugs to which the child has had an allergic or adverse reaction _____
Any other physical disability or health problem _____
Any medication taken regularly _____

This is to certify that if my child needs to be transported home, the nearest hospital, or my family doctor's office, and I cannot arrange transportation or come for him or her, or if I cannot be reached by telephone, school personnel have my permission to transport him or her without liability to the school district or school personnel. Until my arrival, immediate medical care may be given to stabilize or evaluate the condition of my child by private doctor or emergency department staff. I will bear the expense of this emergency medical treatment. This information will be effective until revoked by me in writing.

Signature of parent, guardian, or conservator

Date

APPENDIX F

Federal Requirements for Ethnicity and Race Data Collection and Reporting

In October 2007, the United States Department of Education (USDE) issued their final guidance to educational institutions on the adoption of new federal standards for collecting and reporting ethnicity and race data for students and staff. A copy of the final guidance published in the Federal Register can be found at <http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.pdf>. This reporting standard was used during the 2000 Census.

Beginning with the 2010-2011 school year, PEIMS will only collect this information using the new (1997) federal reporting standards as illustrated below.

Summary of Requirements

1. The USDE requires that ethnicity and race be collected separately using a specific two-part question, presented in a specific order. Both parts of the question must be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more regardless of ethnicity.

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian/Other Pacific Islander
- e. White

2. Respondents may select only one category for ethnicity, but may select multiple designations for race.
3. The categories for ethnicity are "Hispanic/Latino" and "Not Hispanic/Latino". Regardless of the category selected for ethnicity, respondents must still select one or more categories for race.
4. One of the major changes is the recognition that members of Hispanic populations can be of different races. The federal government would like to afford Hispanic/Latino populations the opportunity to better describe themselves according to their culture and heritage.
5. An additional category for race was created by separating "Asian or Pacific Islander" into two separate categories. The categories for race include "American Indian or Alaska Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", and "White". Note that Hispanic/Latino is not a racial category.
6. The categories to be used when reporting aggregate data to the USDE differ from the categories to be used for data collection. Each student or staff member is associated with only one of the seven aggregate reporting categories listed below. Use of these seven categories for aggregate reporting eliminates the possibility of counting an individual twice.

2011-2012 PEIMS Data Standards
Appendix F: Ethnicity and Race Reporting Guidance

- Hispanic/Latino
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

Respondents who select “Hispanic/Latino” for ethnicity will be counted in this category for aggregate reporting to the USDE, regardless of the responses provided to the question on race.

Respondents who select “Not Hispanic/Latino” for ethnicity, and select more than one category for race, will be counted in the category “Two or More Races” for aggregate reporting to the USDE.

Respondents, who select “Not Hispanic/Latino” for ethnicity, and select only one category for race, will be counted in the single racial category for aggregate reporting to the USDE.

7. Educational institutions must retain all original, individual responses for a minimum of 3 years, unless there is litigation, a claim, an audit, investigation or other action involving the records that has commenced before the three-year period ends, in which case the responses must be retained until the action is complete.

Collecting the Information

Self identification by an individual staff member, or by the parent or guardian in the case of a student, is the preferred method for collecting information on ethnicity and race. The most important guidance for self identification is that the information should be based solely on the choice of the respondent as to the racial and ethnic groups with which they personally identify. In the event that there appears to be a question as to which ethnic or racial category is most appropriate, the respondent should select the category with which they personally identify. Any attempt to validate the individual's selections should be avoided.

The Texas Education Agency has requested and received additional clarification from the USDE on the definition of American Indian or Alaska Native. Based on the information we have received, an individual does not have to be a tribal member in order to select this option.

To ensure uniformity, TEA has developed a standard form for use by all districts in collecting ethnicity and race information. Please see Exhibit 1A for the English version and Exhibit 1B for the Spanish version.

For Students

Upon enrollment in a school district or charter school, all families must be given an opportunity to identify ethnicity and race information for their school aged children. The district should request that a student's parent or guardian identify the student's ethnicity and race. However, the parent or guardian is not required to provide this information; nor is it a requirement for enrolling the student. If the parent or guardian declines to provide the information, the USDE requires that the school district employ observer identification as a last resort to gather this information for federal reporting.

For Staff

Upon employment, all staff persons must be given an opportunity to identify their ethnicity and race information. The district should request that individuals self-identify their own ethnicity and race. If a person declines to provide the information, the district is required to employ observer identification as a last resort to gather this information.

Comparison of Old (1977) and New (1997) USDE Ethnicity and Race Reporting Standards

As of December 2007, state and local education organizations are required to adopt the new federal standard for collecting race and ethnicity data for students and staff. Below is a comparison of existing and new standards.

Existing Federal Standards (1977)	New Federal Standards (1997)
Race and Ethnicity Categories	
American Indian or Alaska Native	Same (American Indian or Alaska Native)
Asian or Pacific Islander	Separate into 2 categories <ul style="list-style-type: none"> • Asian • Native Hawaiian or Other Pacific Islander
Black or African American	Same (Black or African American)
Hispanic/Latino	Same except that individuals are now asked to choose an ethnicity (Hispanic/Latino or Not Hispanic/Latino) as the first part of a 2 part question, as well as race(s).
White	Same (White)
Individual Data Collection Format	
Respondents are asked to select 1 of the 5 racial and ethnic categories above. The category that most closely reflects the respondent's recognition in his community should be used for purposes of reporting on persons who are of mixed racial or ethnic origins.	Respondents are asked to select both an ethnicity and 1 or more of the above 5 racial categories. (Hispanic/Latino is considered an ethnicity, not a race category.)
<p style="text-align: center;">Combined Race and Ethnicity (Choose one)</p> <ul style="list-style-type: none"> • Hispanic/Latino • American Indian or Alaska Native • Asian or Pacific Islander • Black or African American • White 	<p>A 2 part question is mandatory, with the ethnicity part asked first.</p> <p>Ethnicity (Choose one):</p> <ul style="list-style-type: none"> • Hispanic/Latino • Not Hispanic/Latino <p>Race (Choose 1 or more, regardless of ethnicity)</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Native Hawaiian or Other Pacific Islander • Black or African American • White
Minimum Federal Reporting Categories	
Each student or staff member is associated with 1 of 5 aggregate reporting categories <ul style="list-style-type: none"> • Hispanic/Latino • American Indian or Alaska Native • Asian or Pacific Islander • Black or African American • White 	Each student or staff member is associated with exactly 1 of the 7 aggregate reporting categories. <ul style="list-style-type: none"> • Hispanic/Latino • American Indian or Alaska Native • Asian • Native Hawaiian or Other Pacific Islander • Black or African American • White • Two or more races
Missing Information	
Individuals (or students' parents) are asked to self identify themselves. Observer identification is required if individuals decline to choose a race/ethnicity.	Unchanged
Record Keeping	
Three years. However, if there is litigation, a claim, an audit, or another action involving the records, original responses must be retained until the completion of the action.	Unchanged

Exhibit 1A

**Texas Education Agency
 Texas Public School Student/Staff Ethnicity and Race Data Questionnaire**

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's or staff member's ethnicity and race. *United States Federal Register (71 FR 44866)*

Part 1. Ethnicity: Is the person Hispanic/Latino? (Choose only one)

- Hispanic/Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Not Hispanic/Latino**

Part 2. Race: What is the person's race? (Choose one or more)

- American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American** - A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

 Student/Staff Name (please print)

 (Parent/Guardian)/(Staff) Signature

 Date

Student/Staff Identification Number

This space reserved for Local school observer – upon completion and entering data in student software system, file this form in student's permanent folder.	
Ethnicity – choose only one: _____ Hispanic / Latino _____ Not Hispanic/Latino	Race – choose one or more: _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White
Observer signature:	Campus and Date:

Exhibit 1B

Agencia de Educación de Texas

Cuestionario de Información de Datos Raciales y de Etnicidad de Estudiantes/Miembros de Personal de las Escuelas Públicas de Texas

El Departamento de Educación de Estados Unidos (USDE) requiere que todas las instituciones estatales y locales de educación, recopilen datos sobre etnicidad y raza de los estudiantes y de miembros de personal. Esta información es utilizada para los reportes estatales y federales así como para reportar a la Oficina de Derechos Civiles (OCR) y a la Comisión de Igualdad en el Empleo (EEOC).

Al personal del distrito escolar y los padres o representante legal de estudiantes que deseen matricularse en la escuela, se le requiere proporcionar esta información. Si usted rehúsa proporcionarla, es importante que sepa que el USDE requiere que los distritos escolares usen la observación para identificación como último recurso para obtener estos datos utilizados para reportes federales.

Favor de contestar ambas partes de las siguientes preguntas sobre la etnicidad y raza del estudiante así como del miembro de personal. Registro Federal de Estados Unidos (71 FR 44866).

Parte 1. Etnicidad: ¿Es la persona Hispana/Latina? (Escoja solo una respuesta)

- Hispano/Latino** – Una persona de origen cubano, mexicano, puertorriqueño, centro o sudamericano o de otra cultura u origen español, sin importar la raza.
- No Hispano/Latino**

Parte 2. Raza. ¿Cuál es la raza de la persona? (Escoja uno o más de uno)

- Indio Americano o Nativo de Alaska** – Una persona con orígenes o de personas originarias de Norte y Sudamérica (incluyendo América Central), y que mantiene lazos o apego comunitario con una afiliación de alguna tribu.
- Asiático** – Una persona con orígenes o de personas originarias del Lejano Este, Sureste de Asia o el subcontinente indio, incluyendo, por ejemplo a Cambodia, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- Negro o Africano-Americano** – Una persona con orígenes de cualquier grupo racial negro de África.
- Nativo de Hawai u otras islas del pacífico** – Una persona con orígenes o de personas originarias de Hawai, Guam, Samoa u otras Islas del Pacífico.
- Blanco** – Una persona con orígenes de personas originarias de Europa, el Medio Este o el Norte de África.

 Nombre del Estudiante/Miembro de Personal
 (por favor use letra de imprenta)

 Firma (Padre/Representante legal)
 /(Miembro de personal)

 Número de Identificación del
 Estudiante/Miembro del personal

 Fecha

This space reserved for Local school observer – upon completion and entering data in student software system, file this form in student's permanent folder.

Ethnicity – choose only one:
 _____ Hispanic / Latino
 _____ Not Hispanic/Latino

Race – choose one or more:
 _____ American Indian or Alaska Native
 _____ Asian
 _____ Black or African American
 _____ Native Hawaiian or Other Pacific Islander
 _____ White

Observer signature:

Campus and Date:

Suggestions for Observer Identification

The USDE requires the use of observer identification at the elementary and secondary school level as a last resort, if racial and ethnic data are not self identified. In addition to visual observation, the following sources of information are suggested to assist school district staff in conducting “observer identification” if a parent/guardian or staff member declines to provide the requested information.

- Ensure that the parent/guardian or staff member has not overlooked or misunderstood the question.
- Check the student’s or staff member’s prior record to determine whether a racial category was selected in the past.
- Check the student’s birth certificate.
- Check the student’s home language or parents’ language of preference.
- Check with a teacher or counselor who has first hand knowledge of the student or their family.

The following definitions are provided for the ethnic and racial categories:

Ethnic and Race Category	Definition
<i>Hispanic/Latino</i>	A person of Cuban, Mexican, Puerto Rican, South or Central American, other Spanish culture or origin, regardless of race.
<i>American Indian or Alaska Native</i>	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
<i>Asian</i>	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
<i>Black or African American</i>	A person having origins in any of the black racial groups of Africa.
<i>Native Hawaiian or Other Pacific Islander</i>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<i>White</i>	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Languages

Languages can be an indication of an individual’s race and ethnicity. The following are the nine most common languages other than English spoken and their probable “race/ethnicity” designations:

If an individual’s native home language is:	He/She is likely:	Therefore...
Chinese	Asian	
Hindi (India)	Asian	
Spanish	Hispanic, with one or more of any racial categories	Check “country of birth or origin”
Bengali (India and Bangladesh)	Asian	
Portuguese	White, Black, or Asian. <i>Note that Portuguese-speaking groups are not considered Hispanic.</i>	Check “country of birth or origin” (as the language is used in South American countries such as Brazil, Asian countries such as Macao, or the Caribbean)
Russian	White	
Japanese	Asian	
German	White, some could be Hispanic in ethnicity	Check “country of birth or origin” (as the language is spoken by a few in South America and South Africa)
Korean	Asian	

Selecting an Ethnicity

If an individual declines to select an ethnicity, prior school records may indicate whether the student is Hispanic/Latino or not. In addition, the following is a list of Hispanic ancestry groups with which a Hispanic person may identify.

Spaniard	Andalusian	Asturian	Castillian	Catalonian
Balearic Islander	Gallego	Valencian	Canary Islander	Mexican
Mexican American	Mexicano	Chicano	La Raza	Mexican American
				Indian
Mexican State	Costa Rican	Guatemalan	Honduran	Nicaraguan
Panamanian	Salvadoran	Central American	Canal Zone	Argentinean
Bolivian	Chilean	Colombian	Ecuadorian	Paraguayan
Peruvian	Uruguayan	Venezuelan	Criollo	South American
Latin American	Latino	Puerto Rican	Dominican	Hispanic
Spanish	Californio	Tejano	Nuevo Mexicano	Spanish American

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Appendix F: Ethnicity and Race Reporting Guidance

Selecting a Race

The following chart may help in connecting an individual's geographic/national origin with a race, as defined in the USDE Guidance:

If an individual considers him- or herself to be:	...or comes from one of the following countries or regions:	...and assuming single-race, the individual may be identified as:
European American	<p>Northern Europe such as: Britain (Scotland, Ireland, Wales) Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden</p> <p>Western Europe such as: Belgium, France, Holland, Luxembourg,</p> <p>Central Europe such as: Austria, Czech Republic, Germany, Hungary, Poland, Slovakia, Switzerland</p> <p>Eastern Europe such as: Belarus, Bulgaria, Romania, Russia, Ukraine</p> <p>Southern Europe such as: Bosnia, Catalonia, Croatia, Cyprus, Greece, Italy, Macedonia, Malta, Montenegro, Portugal, Serbia, Slovenia, Spain</p> <p>Other such as: Caucasus, Armenia, Georgia, Azerbaijan</p>	White
Middle Eastern American	Afghanistan, Egypt, Israel, Iraq, Jordan, Lebanon, Palestine, Saudi Arabia, Syria. Turkey, Yemen	White
North African American	Algeria, Egypt, Morocco	White
Black, African American, Afro-American	Bahamas, Barbados, Botswana, Ethiopia, Haiti, Jamaica, Liberia, Madagascar, Mozambique, Namibia, Nigeria, Nigriti, South Africa, Sudan, Tobago, Trinidad, West Indies, Zaire	Black
Asian American	Asian Indian, Bangladesh, Bhutan, Burma, Cambodia, China, Taiwan, Philippines, Indonesia, Japan, Korea, Laos, Malaysia, Mongolia, Nepal, Okinawa, Pakistan, Singapore, Sri Lankan, Thailand, Vietnam; or ancestry groups such as Hmongs, Mongolians, Iwo Jiman, Maldivian	Asian
Pacific Islander	Caroline Islands, Fiji, Guam, Hawaiian Islands, Marshall Islands, Papua New Guinea, Polynesia, Samoa, Solomon Islands, Tahiti, Tarawa Islands, Tonga	Pacific Islander
Australian or New Zealander— not an indigenous person	Australia, New Zealand	White
Aborigine, Indigenous Australian, Melanesian, Torres Straits Islander	Australia, New Zealand, Torres Straits Islands	Pacific Islander

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Though not exhaustive, the following is a list of American Indian and Alaska Native tribes or self-descriptions that may assist students or staff in race identification.

American Indian Tribes

Abenaki	Algonquian	Apache	Arapahoe	Arikara
Assiniboine	Assiniboine Sioux	Bannock	Blackfeet	Brotherton
Burt Lake Band	Caddo	Cahuilla	California Tribes	Canadian and Latin American
Catawba	Cayuse	Chehalis	Chemakuan	Chemehuevi
Cherokee	Cherokee Shawnee	Cheyenne	Cheyenne-Arapaho	Chickahominy
Chickasaw	Chinook	Chippewa	Chippewa Cree	Chitimacha
Choctaw	Choctaw-Apache	Chumash	Clear Lake	Coeur D'Alene
Coharie	Colorado River Indian	Colville	Comanche	Coos, Lower Umpqua, and Siuslaw
Coos	Coquille	Costanoan	Coushatta	Cowlitz
Cree	Creek	Croatan	Crow	Cumberland
Cupeno	Delaware	Diegueno	Eastern Tribes	Esselen
Fort Belknap	Three Affiliated Tribes of North Dakota	Fort McDowell	Fort Hall	Gabrieleno
Grand Ronde	Guilford	Gros Ventres	Haliwa-Saponi	Hidatsa
Hoopla	Hoopla Extension	Indians of Person County	Iroquois	Juaneno (Acjachemem)
Kalispel	Karuk	Kaw	Kickapoo apoo	Kiowa
S'Klallam	Klamath	Konkow	Kootenai	Lassik
Long Island	Luiseno	Lumbec	Lummi	Maidu
Makah	Maliseet	Mandan	Mattaponi	Menominee
Metrolina	Miami	Miccousukee	Micmac	Mission Indians
Miwok	Me-Wuk	Modoc	Mohegan	Monacan
Mono	Nanticoke	Nanticoke Lenni-Lenape	Narragansett	Navajo
Nez Perce	Nipmuc	Nomlaki	Northwest Tribes	Omaha
Oneida Tribe	Oregon Athabaskan	Otoe-Missouria	Ottawa	Paiute
Pamunkey	Passamaquoddy	Pawnee	Penobscot	Peoria
Pequot	Pima	Piscataway	Pit River	Pomo and Pit River Indians
Pomo	Ponca	Potawatomi	Powhatan	Pueblo
Puget Sound Salish	Quapaw	Quinault	Rappahannock	Reno-Sparks
Round Valley	Sac and Fox	Salinan	Salish	Salish and Kootenai
Schaghticoke	Seminole	Serrano	Shasta	Shawnee
Shinnecock	Shoalwater Bay	Shoshone	Te-Moak Tribes of Western Spokane	Shoshone Indians of Nevada
Paiute-Shoshone	Siletz	Siuslaw	Trinidad	Stockbridge-Munsee
Tohono O'Odham	Tolowa	Tonkawa	Walla-Walla	Tygh
Umatilla	Umpqua	Wailaki	Wichita	Wampanoag
Warm Springs	Wascopum	Washoe	Wiyot	Wind River
Winnebago	Wintun	Wintun-Wailaki	Yokuts	Yakama
Yakama Cowlitz	Yaqui	Yavapai Apache		Yuchi
Yuman	Yurok			

Alaska Native Tribes

Alaska Native	Alaska Indian Tribes	Alaska Indian	Alaskan Athabascans	Tlingit-Haida
Tsimshian	Sealaska	Southeast Alaska	Eskimo Tribes	Greenland Eskimo
Inuit	Inupiat Eskimo	Siberian Eskimo	Cupiks Eskimo	Yup'ik
Aleut Tribes	Aleut	Alutiiq Aleut	Bristol Bay Aleut	Chugach Aleut
Eyak	Koniag Aleut	Sugpiaq	Suqpiqaq	Unangan Aleut

Interactive Television Waiver

I/we understand that in an interactive television environment, my voice, physical presence, and participation in activities will be transmitted to distance sites. I/we also understand that participation in an interactive television environment will be electronically recorded. I/we hereby agree that my participation in an interactive television activity including but not limited to my voice, physical presence, participation and the recording thereof will not be a violation of my personal rights and hereby release any claims for the use of such without further consideration.

Students Name: _____

Signature _____

Address _____

State _____ City _____

Date ____/____/____

Parent/Guardian _____

Signature _____

Address _____ City _____

State _____ Zip Code _____

Date ____/____/____

LITTLE CYPRESS-MAURICEVILLE SPECIAL PROGRAMS

Migrant Family Survey

Dear Parent/Guardian:

Little Cypress-Mauriceville CISD is helping the state of Texas identify students who may qualify for Migrant Program services. Please answer the following questions and return this survey to your child's school.

Name of Student _____

Campus _____ Grade _____ Date _____

1. Has your child moved any time during the last three years from one school district to another in Texas or any other state? Yes No
2. If you answered "yes" to question 1, was the primary purpose of the move for the child or the child's parent/guardian/spouse to seek or obtain employment in agriculture related to packing, processing, harvesting, cultivating crops, food processing, dairy work, forestry or fishing? Yes No
3. If you answered "yes" to questions 1 and 2, was the employment a temporary or seasonal activity that did not require permanent relocation? Yes No
4. If you answered "yes" to questions 1-3, did the employment play an important part of providing a living for the worker and family? Yes No

Signature of Parent/Guardian _____

If you answered "yes" to questions 1-4, please complete the information below.

Name of Parent/Guardian _____

Address _____

Telephone _____ Work or cell phone _____

Parent Waiver for Student Electronic Mail

I, _____ understand that my child (in grades 3-12) has been given an email account by Little Cypress-Mauriceville CISD. This account is provided by Gaggle.Net, and supports the Children’s Online Privacy Protection Act (COPPA) and the Children’s Internet Protection Act (CIPA). I understand that the District has determined what features my child has access to, which may include email, homework drop boxes, message boards, chat rooms, blogs, social walls, and digital storage lockers. I understand that all email messages and postings will be automatically filtered for inappropriate words and images, and that any messages determined to be questionable will be diverted to my student’s email administrator for review. Consequences for misuse of email will be determined by the District, and may include restrictions, loss of privileges, or other disciplinary action. I further understand that my student’s administrator can view my student’s email account and digital locker at any time. While Gaggle and the district use a variety of measures to protect its users, no system will stop 100% of inappropriate content. Gaggle and the District accept no responsibility for harm caused directly or indirectly by its use.

By signing this agreement, I and my son/daughter agree to use the provided email account in an appropriate manner and abide by the District’s policies for use.

Students Name (PRINT):

_____ Date: _____

Student Signature:

_____ Date: _____

Parent/Guardian Signature:

_____ Date: _____

School:

_____ Grade: _____

LITTLE CYPRESS-MAURICEVILLE

Consolidated Independent School District

PHOTO, ART & PROJECT RELEASE FORM

2011 - 2012

Complete a separate form for each student

Student Name
(Please Print)

During the school year there will be times when pictures are taken of individual students or groups of students to recognize their accomplishments in the newspapers, on TV and/or on the District's web site. If you want your child to appear in the school yearbook or annual and to receive recognition for school accomplishments, please select the "I GRANT PERMISSION" box below.

If you DO NOT want your child's photo to be used for these types of recognitions, please check the "I DO NOT GRANT PERMISSION" box below, print your name on the designated line and sign your name on the signature line. By selecting "I DO NOT GRANT PERMISSION," your child's picture will be omitted from campus yearbooks and annuals as well as school publicity photos. This is in accordance with the Family Educational Rights and Privacy Act (FERPA).

Permission is not required for safety videos taken on school buses or for other instructionally-related programs.

I grant permission for photographs
(This allows school yearbook and publicity photos.)

I do not grant permission for photographs
(This will keep your child's picture out of the school yearbook as well as publicity photos.)

USE OF STUDENT WORK IN DISTRICT PUBLICATIONS

Occasionally the LCM District has the opportunity to display or publish student artwork or special projects on the District's website and in District and local media publications. The District agrees to only use these student projects in this manner.

I grant permission for my child's artwork to appear on the District website or in school publications or the local media. (This would allow recognition for your child's accomplishments both in school and in the community.)

I do not grant permission for my child's work to appear on the District website or in school publications or the local media. (Students winning art contests or other project-based competitions would not be recognized through District or local media.)

Please **Print** Parent or Guardian Name

Parent or Guardian Signature

Campus _____ Homeroom Teacher _____ Grade _____

If not submitted on-line, the completed form should be returned to:

MVE, LCE or LCI – Homeroom Teacher
LCM HS, MMS, LCJH – First Period Teacher

Proof of Residency Form

Owner of Residence

Mailing & Street Address

Student Name

Grade

Presenting false information or false records for identification is a criminal offense under **Penal Code 37.10**.

I understand that a person who knowingly falsifies information on a form required for a student's enrollment in the District shall be liable to the District if the student is not eligible for enrollment but is enrolled on false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the district may charge or the amount the district has budgeted per student as maintenance and operating expense, whichever is greater. **Education Code 25.001(h)**.

Signature of Parent / Guardian

Please check evidence used as proof of residency.

Utility Bill

Lease Agreement

Rental Agreement

Purchase Agreement

Other:

Little Cypress Mauriceville C.I.S.D.

Student Code of Responsible Computing and Use of Technology

Little Cypress Mauriceville CISD provides access to the Internet and District technology resources for students, teachers, and staff for educational purposes.

Access to the District's electronic communications systems is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action(s) consistent with District policies.

Use of accounts must be in support of educational or research activities consistent with the objectives and mission of Little Cypress Mauriceville C.I.S.D.

Individual User Responsibilities:

Privacy and Access

- Students will respect others' right to privacy.
- Students will receive an LCMCISD username and password assigned only to them. Students will not share their passwords with others.
- Students will not send messages using a false identity, or use the accounts of others to send messages.
- Students will not access e-mail, files, folders, or electronic data of others without permission.
- Students will not add, modify, or delete LCMCISD computer programs, files, or folders without permission.
- Students will not use the Internet for financial gain, commercial activity, or political activity.
- Students will not use LCMCISD resources to purchase products or services.
- Students will not use LCMCISD resources for illegal purposes or any other activity prohibited by District policy.

Respect for Property

- Students will respect the property of others.
- Students will use the technology hardware at LCMCISD with respect.
- Students will not vandalize or otherwise damage District property.

Copyright Issues:

- Students will be aware of copyright laws and follow them.
- Students will not redistribute copyrighted programs or data without the written permission of the copyright holder.

Respect for Acceptable Use

- Students will report to teachers or school personnel any message they receive that is inappropriate or not for educational purposes.
- Students will not reveal personal information about themselves or others.
- Students will be polite and use appropriate language for the educational environment and for the educational activity in which they are currently involved. (Examples include: swearing, ethnic or racial slurs, or any other inflammatory or threatening language.)
- Students will not access the control panel on a district computer, or attempt to modify settings in any way.

Little Cypress Mauriceville C.I.S.D.

Student Code of Responsible Computing and Use of Technology

- Students will not open, send or receive obscene pictures or messages.
- Students will not use LCMCISD Technology resources for any non-instructional or inappropriate purpose. (Examples include: online gaming, Myspace, or Facebook.)
- Students will not knowingly infect a computer or network with a virus.
- Students will not install any software, viruses, or games on any district computer or system connected to district networks.
- Students will not attempt to harm equipment, materials, or data.
- Students will always report any known violations of the LCMCISD Acceptable Use Guidelines to their teacher or administrator.
- Students will not waste district resources through improper use of the system. (Examples include: printing personal material, modifying computer settings.)

BYOT (Bring Your Own Technology)

- Students are allowed to bring their own devices provided they have received written permission from the Principal **and** Technology Director. They must also have current virus protection and agree to keep all updates done on a regular basis. The District is not responsible for the personal devices owned by the student, or the applications and information stored on the devices. The form for students to request the use of personal technology can be found at: <http://www.lcmcisd.org/tech/docs/PersonalDevicesStudent.pdf>

Students: Please print student's legal name (first, middle, and last) in the space provided below:

First Name: _____

Middle Name: _____

Last Name: _____

Please have the student sign in the space provided below:

Student Signature: _____

Please print student grade level: (K-12) in the space provided: _____

Parents: I understand the importance of the technology rules and will support the Student Code of Responsible Computing and Use of Technology. Elementary students will only access Internet sites selected by their teachers and will view selected sites with the teacher present. Parents or guardians of students guilty of damaging property will be liable for damages in accordance with the law.

I give my child permission to access the Internet.

Parent's Signature: _____ Date: _____

Little Cypress-Mauriceville CISD

Student Code of Conduct

Student Handbook

2011-2012

Acknowledgement of Electronic Distribution

My child and I have been offered the option to receive a paper copy of or to electronically access at lcmcisid.org the Student Handbook and the Student Code of Conduct for 2011-2012.

I have chosen to:

Receive a paper copy of the Student Handbook and the Student Code of Conduct.

Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to the principal.

Printed name of student _____ Grade _____

Signature of student _____

Printed name of parent/guardian _____

Signature of parent/guardian _____

Date _____

.....

For Office Use Only

Hard copies requested by _____

Picked up by _____ Printed name _____

**Little Cypress-Mauriceville C.I.S.D.
Student Information Record**

Student Name: _____ Sex: M F
Last First Middle

Campus: _____ Grade: _____ Age: _____ Student ID # _____

Student SS# _____ DOB: _____ Birthplace: _____
Month/Day/Year City State

Mailing Address: _____
Street Address or P.O. Box City State Zip

Physical Address: _____
(if different) Street Address City State Zip

Student attended LC-M previously: Yes No If so, _____
Campus Grade Year

Last school attended by the student: _____
Name of School City State

Student participated in the following at the last school attended:

- | | | |
|---|--|--|
| <input type="checkbox"/> Speech services | <input type="checkbox"/> Section 504 | <input type="checkbox"/> Gifted and Talented |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Title I services | <input type="checkbox"/> At-Risk services |
| <input type="checkbox"/> *Special education services | <input type="checkbox"/> Failed or Advanced by Grade Placement Committee | |
| <input type="checkbox"/> Currently on Student Success Initiative (SSI) Acceleration | | |

(*For transfer within LC-M district, the Special Programs office was notified of this transfer: Yes No)

Student has repeated a grade: Yes No What grade(s)? _____ What year(s)? _____

List any brothers or sisters in the student's household who are attending LC-M school:

Name _____ Grade _____
Name _____ Grade _____
Name _____ Grade _____

In accordance with Senate Bill 1432, a school district is required to record the name, address, and date of birth of the person enrolling a child, regardless of whether this person is a parent or guardian.

Name/DOB of person enrolling child: _____, _____
Last First Date of Birth

Address of person enrolling child: _____
Street Address City State Zip

Relationship to child (parent, aunt, neighbor, etc.): _____

I certify that the information I have provided on this form and on all other forms related to the enrollment of this child in the Little Cypress-Mauriceville C.I.S.D. schools is true, accurate, and complete.

Signature of person enrolling the child Date Copy of DL attached? Yes No

Title I School-Parent Compact
Mauriceville Elementary School

In an effort to build and develop a strong and responsible partnership that will help students who are eligible for Title I services achieve the high academic standards of the State of Texas, the following compact is agreed upon:

School Pledge

The entire staff of Mauriceville Elementary School pledges, at a minimum, to invite all parents of children participating in the Title I program to an annual meeting, at which time a school-parent compact will be agreed upon, and information on parent-teacher conferences and student and school profiles will be discussed. Training about ways parents can learn how to help improve student implementation of Title I programs will be shared in the language spoken by the majority of the parents.

Signature

Beverly Knight
(principal)

Parent Pledge

As the parent of _____ participating in the Title I program, I pledge to accept responsibility for supporting my child's learning by monitoring school attendance, homework completion, television watching, and extracurricular/leisure activities. I will also participate in parent training and decision-making opportunities and volunteer as frequently as I can.

Signature

(parent)

Teacher _____

Student _____