

# **BLUEBONNET ELEMENTARY**

## **ELEMENTARY SCHOOL HANDBOOK**

**2016 – 2017**



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## **PREFACE**

To Students and Parents:

Welcome to school year 2016–17! 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 Lewisville Independent School District Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

**Section I—PARENTAL RIGHTS**—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Lewisville Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at [www.LISD.net](http://www.LISD.net) and is available in hard copy upon request.

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

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

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. 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.

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

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline

or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see **Safety** for information regarding contact with parents during an emergency situation.

Also, please complete all required Skyward enrollment forms upon student enrollment. Should you choose to object to the release of directory information and/or consent required before student participation in a Federally Funded Survey, Analysis, or Evaluation, please see the appropriate Skyward Form.

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at [www.lisd.net](http://www.lisd.net).

## **SECTION I: PARENTAL RIGHTS**

This section of the Lewisville Independent School District Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

#### **Consent to Conduct a Psychological Evaluation**

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

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

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

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

#### **Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14**

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the 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 (SBOE), is incorporated into the district's health education classes.

#### **Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**

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

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

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

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

[See LISD AUP Policy]

### **Limiting Electronic Communications with Students by District Employees**

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.

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

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

### **Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year OR insert a later date established by the district. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.]

The district has designated the specific items as directory information as detailed in FL (LOCAL). If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information in **Authorized Inspection and Use of Student Records**.

## **Participation in Third-Party Surveys**

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

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- 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(LEGAL).]

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

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

### **Human Sexuality Instruction**

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

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

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

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

### **Lewisville Independent School District Growth and Development and/or Human Sexuality Instruction**

LISD has developed a scope and sequence of growth and development, which begins in 5th grade. The 5th grade will cover the endocrine body system in science and health with the focus being on puberty. The scope and sequence will continue in middle school during 7th grade science with an emphasis on body systems and disease prevention.

The School Health Advisory Council recommends programs for human sexuality instruction, at appropriate grade levels, to the LISD Board of Education for final approval. The SHAC is composed of parents, teachers, and community leaders who are responsible for making recommendations about the components of the health curriculum for use in an integrated school health program, which reflects local values.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See section on **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

## **Religious or Moral Beliefs**

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

## **Tutoring or Test Preparation**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance 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.]

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

### **Instructional Materials**

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

## **Notices of Certain Student Misconduct to Noncustodial Parent**

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

## **Student Records**

### ***Accessing Student Records***

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

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

### ***Authorized Inspection and Use of Student Records***

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

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.



- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

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

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.

- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 1800 Timbercreek Rd, Flower Mound, TX 75028.

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

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

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at [www.LISD.net](http://www.LISD.net).

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

### **Teacher and Staff Professional Qualifications**

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

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **Children of Military Families**

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

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

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

Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

### **Parental Role in Certain Classroom and School Assignments**

#### ***Multiple Birth Siblings***

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

#### ***Safety Transfers/Assignments***

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to attend a safe public school in the district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### **Service/Assistance Animal Use by Students**

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

### **Students in the Conservatorship of the State (Foster Care)**

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

A student who is currently in the conservatorship of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also **Credit by Examination For Advancement/Acceleration, Course Credit, and Students in Foster Care** for more information.]

### **Students Who Are Homeless**

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

[See also **Homeless Students** for more information.]

## **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 support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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 the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents 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*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the campus administrator.

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

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

## **Students Who Speak a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student

qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

### **Students with Physical or Mental Impairments Protected Under Section 504**

A 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 campus administration.

[Also see policy FB.]

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

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

### **ABSENCES/ATTENDANCE**

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

##### ***Between Ages 6 and 19***

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

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

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

##### ***Prekindergarten and Kindergarten***

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

#### **Exemptions to Compulsory Attendance**

##### ***All Grade Levels***

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

- Religious holy days;

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

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

## **Failure to Comply with Compulsory Attendance**

### ***All Grade Levels***

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

### ***Between Ages 6 and 19***

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

The truancy prevention facilitator for the district is the Executive Director of Student Services. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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



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

[See policy FEA(LEGAL).]

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

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

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

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

## **Official Attendance-Taking Time**

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

Official attendance is taken every day at 9:00 am.

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

## **Documentation After an Absence**

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

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

## **Doctor’s Note After an Absence for Illness**

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

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

[See policy FEC(LOCAL).]

## **ACCOUNTABILITY UNDER STATE AND FEDERAL LAW**

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and

- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district's website at [www.LISD.net](http://www.LISD.net). Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

### ***Pre-Planned Absences***

State law and school guidelines governing attendance require that excused absences pertain to illnesses, medical appointments, funerals of immediate family members, and school sponsored trips. In addition, attendance is part of our gold performance work. As a result of an absence caused by an obligation other than those listed above, a student must have this form completed and approved prior to the absence. The process of approving this special request absence will include the consideration of attendance in class, grades, and other extenuating circumstances. Absences will not be granted during state mandated assessments. **Each student may only be granted five (5) days (non-consecutive/consecutive) per school year. A student must be in attendance 90% of the school year; a planned absence causing a student to be in attendance less than 90% of the school year would be cause to deny this request.** All requests must have parental consent and a student must return the form, which is in the office completed, to an Administrator for approval prior to the absence. Excessive absences may result in retention or legal action.

## **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 -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, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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.

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

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

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

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

## **ACADEMIC PROGRAMS**

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see Academic Counseling and policy EIF (LOCAL).]

## **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.

[Also see **Food Allergies**.]

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who

compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>
- <http://taasa.org/resources-2/>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at [www.LISD.net](http://www.LISD.net).

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the

concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## **CONDUCT**

### **Applicability of School Rules**

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

### **Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. Please contact the school's principal to determine who is the designated campus behavior coordinator.

### **Disruptions of School Operations**

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

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

## **Social Events**

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

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

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

## **COUNSELING**

### **Academic Counseling**

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

### **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should inform his/her teacher, the counselor and/or a campus administrator.

[Also see section **Substance Abuse Prevention and Intervention** and section on **Suicide Awareness**.]

### **CREDIT BY EXAMINATION—If a Student Has Taken the Course/Subject**

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor 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.

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

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

## **CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject**

A student 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 school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

### **Kindergarten Acceleration**

A student in kindergarten will be eligible to accelerate to the first grade level if the student scores acceptable criteria on 2 assessments: The Gesell, all scores must cluster at age 6 and The Iowa Test of Basic Skills, must be 90 on language, reading, and math, a district administrator recommends that the student be accelerated, and the student's parent give written approval of the grade advancement.

### **Students in Grades 1–5**

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each 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.

## **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. A copy of the district's policy is available in the principal's office and in the superintendent's office or [www.LISD.net](http://www.LISD.net). [See policy FFH.]

### **Dating Violence**

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



threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

## **Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, 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.

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

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

## **Sexual Harassment and Gender-Based Harassment**

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be

limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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

## **Reporting Procedures**

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

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

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

## **Investigation of Report**

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

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

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

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

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

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

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

## **DISCRIMINATION**

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

## **DISTANCE LEARNING**

### **All Grade Levels**

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, 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 may not recognize and apply the course or subject toward graduation requirements or subject mastery.

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS**

### **School Materials**

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

The school newspaper and the yearbook are available to students.

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

### **Nonschool Materials**

#### ***From Students***

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

The campus principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

### ***From Others***

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

The campus principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

## **DRESS AND GROOMING (All Grade Levels)**

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

- District Guidelines (See Campus Addendum Document)
- Other, pending approval

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

### **Bring Your Own Device/Technology (BYOD)**

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

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

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, a student's personal telecommunications device may be searched by authorized personnel. [See section **Searches** and policy FNF.]

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

### **Possession and Use of Other Personal Electronic Devices**

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

Any disciplinary action will be in accordance with the LISD Acceptable Use Policy. The district is not responsible for any damaged, lost, or stolen electronic device.

### **Reporting Damage/Loss/Theft of District iPad**

Students and parents are required to notify campus administration within 5 school days in the event of the following:

- Damage/loss of iPad
- Theft/vandalism/criminal act related to iPad
- Damage/loss of case

Refer to [\*LISD 1:X Student/Parent Handbook\*](#) (separate from this handbook)

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

Students and parents must sign a user agreement (AUP Agreement) that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Acceptable Use of District Technology Resources**

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

## **Unacceptable and Inappropriate Use of Technology Resources**

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

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

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

## **ENGLISH LANGUAGE LEARNERS**

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing**, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

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

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

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

[See <http://www.uilTEXAS.org> for additional information on all UIL-governed activities.]

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

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

### **Standards of Behavior**

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

### **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. See the campus website for a list of student groups.

## **Student Organizations and Clubs**

In order for any non-academic or non/co-curricular student club or group to be eligible to meet in school facilities, the student group or club must meet the following criteria:

Monitor - There must be a certified, professional staff member on the campus of which the meetings are to be held serving as a volunteer.

Parental permission – A signed parent approval form must be on file in the building's main office for each student member/participant. The form must clearly state the name and purpose or mission of the group or club. The form must also specify the times and location of the meetings.

All LISD Board Policies, District and Campus Administrative Rules, and the Student code of Conduct are applicable.

Administrative Guidelines and parent permission forms are available in the campus main office.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups**]

## **FEES**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- 1:X iPad Replacement Benefit Program fee or deposit fee
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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



## **FIELD TRIPS**

Properly supervised and planned educational field trips are an important part of the instructional program. A *LISD School Related Absences Parent/Guardian Form* must be completed for all situations where a child leaves the school during the day to attend a school related activity. Once selected, only parent chaperones that have completed a volunteer/background check are eligible to attend the field trip. (This can be completed on the LISD website, [www.lisd.net](http://www.lisd.net), under the Parent button through the link to “Volunteer/Apply Now”; this may take a minimum of 3 weeks to process.)

- In order to ensure the safety and security of our students, no adult may be allowed to walk with a group or be in the vicinity of the class, unless they are an approved chaperone.
- If special arrangements need to be made, the building principal must be given written notification at least 48 hours in advance, and the said party must have previously completed the criminal background check. If notice was not provided 48 hours prior, no said party may be allowed in the vicinity of the class.
- Chaperones may not bring any other individual along, including children, as this takes the focus away from the chaperoning duties.
- For students at the elementary level regarding field trips, the student’s parent/guardian should apply sunscreen before coming to school. Under no circumstance is other district personnel permitted to apply or assist a student with sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so, and the nonprescription sunscreen is in the original properly labeled container, provided by the parent along with a written request.
- Students may be required to stay on campus due to disciplinary and/or safety concerns as determined by the campus administrator.
- We appreciate your support as we strive to ensure an educational and safe field trip experience for all students.

## **FUNDRAISING**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the campus administration at least 5 days before the event or at the principal’s discretion. [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 1,000 feet of any district-owned or leased property or campus playground.

## **GENDER-BASED HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **GRADING GUIDELINES**

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

[Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

## **HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **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.

[Also see **Bullying** and policies FFI and FNCC.]

## **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. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

## **Bacterial Meningitis**

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

- What is meningitis?

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

- What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of

the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

\* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7–12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

**(Pending any changes in guidelines issued by the state at a later date)**

[Also refer to **Immunization** on for more information.]

## **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. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

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

[Also see policy FFAF and **Celebrations**]

## **Head Lice**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children

share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

## **Physical Activity Requirements**

### ***Elementary School***

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

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

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

For additional information regarding the district's SHAC is available from the Director of Nursing, Melanie Vincelette.

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

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

### **Student Wellness Policy/Wellness Plan**

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

### **Other Health-Related Matters**

#### **Physical Fitness Assessment (Grades 3-12)**

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

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

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

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

## **Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Executive Director of Facilities and Construction, the district's designated asbestos coordinator at [www.lisd.net](http://www.lisd.net)

## **Pest Management Plan (All Grade Levels)**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the Executive Director of Facilities and Construction, the district's IPM coordinator at [www.lisd.net](http://www.lisd.net)

## **HOMELESS STUDENTS (All Grade Levels)**

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

For more information on services for homeless students, contact the district's homeless education liaison, Director of Guidance Services, Gale Ladehoff, at [www.lisd.net](http://www.lisd.net).

[See also **Students Who Are Homeless.**]

## **ILLNESS**

[See **Student Illness** under **Health-Related Matters**]

## **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official

forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

## **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 Family and Protective 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 required by state law to notify:

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

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the 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 school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area



unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### **At Any Other Time During the School Day**

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

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

### **LOST AND FOUND**

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

### **MAKEUP WORK**

#### **Makeup Work Because of Absence**

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

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

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

### **DAEP Makeup Work**

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

### **In-School Suspension (ISS) Makeup Work**

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

## **MEDICINE AT SCHOOL**

Medication administration should be scheduled during non-school hours. Only those doses prescribed during the school day will be given. Medications with once a day dosing should be administered at home. If your child requires medication at school, the following requirements must be met:

- The school nurse must receive a written request from a parent or legal guardian to administer medication.
- Medications kept in the health office for more than 5 days must also have written authorization and dispensing orders from the prescribing physician.
- The medication must be in the original container and properly labeled. The medications must be listed by the Food and Drug Administration as safe and effective for humans.
- Employees authorized by the Superintendent or designee may administer medications to students.
- Medications left in the Health Room at the end of a school year will be destroyed if attempts to return them to the parent or guardian have been unsuccessful.

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

## **Mandated Health Screenings**

Vision and Hearing screening is required for students in grades PK, K, 1, 3, 5, and for all students new to the district. For additional information on this health screening, please contact your school nurse.

## **Psychotropic Drugs**

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

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

## **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination and as required by law, LISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provide equal access to the Boy Scouts and other designated youth groups.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Chief Operations Officer, Bolin Administrative Center, 1565 West Main Street, Lewisville, Texas, 75067, 972-350-4750.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Executive Director of Special Education, Purnell Instructional Support Center, 126 Purnell Street, Lewisville, Texas 75057, 469-713-5203.
- All other concerns regarding discrimination: See the superintendent, Associate Superintendent of HRS, LISD Administration Office, 1800 Timber Creek Road, Flower Mound, Texas 75028, 469-713-5200.

[See policies FB(LOCAL) and FFH(LOCAL).]

## **PARENT AND FAMILY ENGAGEMENT**

### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed [See section **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call your school's office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See section **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policy GKG and section on **Volunteers.**]
- Participating in campus parent organizations. A list of available parent organizations can be found by visiting the campus website or by contacting the campus main office.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact campus administration.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook in the section **School Health Advisory Council.**]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

### **Parent Involvement Coordinator**

The Parent Involvement Coordinator works with parents of students participating in Title I programs; please contact the main office for contact information.

### **PARTIES**

There can be up to three school chosen parties per school year (Holiday, Valentines, and End of Year). All food for parties or celebrations must be commercially produced.

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. 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 encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

## **PROMOTION AND RETENTION**

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

In grades K-5, promotion is based on Board Policy EIE(LOCAL) and addresses standards for the respective grade levels.

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.

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

If a student in grades 3–5 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See section **Standardized Testing**.]

A student in grade 5 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on

standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

Parents of a student 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.

## **RELEASE OF STUDENTS FROM SCHOOL**

[See **Leaving Campus**]

## **REPORT CARDS/PROGRESS REPORTS AND CONFERENCES**

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks of a grading period OR during the fourth week of a nine-week grading period, parents will be given a written progress report if their child's performance in any course OR in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See section **Working Together** for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school promptly.

## **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **SAFETY**

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

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

### **Accident Insurance**

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

### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

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

### **Emergency Medical Treatment and Information**

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

### **Emergency School-Closing Information**

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways: social media pages, local news stations, and Skylert.

## **SCHOOL FACILITIES**

### **Use 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.

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

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

### **Conduct Before and After School**

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

### **Use of Hallways During Class Time**

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

### **Cafeteria Services**

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

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

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.



## **Library/Media Centers**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

## **Meetings of Noncurriculum-Related Groups**

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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

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

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

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

### **Telecommunications and Other Electronic Devices**

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) and **Electronic Devices and Technology Resources** for more information.]

### **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.

## **Metal Detectors**

[For further information, see policy FNF(LOCAL).]

## **SEXUAL HARASSMENT**

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

## **SPECIAL PROGRAMS (All Grade Levels)**

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

## **STANDARDIZED TESTING**

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### ***Grades 3–8***

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** for additional information.]

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

## **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.

Please contact the campus administration with any questions.

[See also **Students in the Conservatorship of the State** for more information.]

## **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 counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (TDSHS) maintains information regarding children's mental health and substance abuse intervention services on its website:

<http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

## **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 <http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

## **SUMMER SCHOOL**

Summer school is provided as part of LISD SSI initiative and ARD committee ESY determination.

## **TARDIES**

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

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

## **TRANSFERS**

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services**, for other transfer options.]

## **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.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified areas where hazardous conditions exist for students who live within two miles from campus. Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the district will provide transportation to these students. Please contact First Student transportation services for additional information.

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 First Student transportation services.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.

- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

## **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 for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## **VIDEO CAMERAS**

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

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## **VISITORS TO THE SCHOOL**

### **General Visitors**

#### **PROCEDURE (Campus) per district guidelines:**

[http://intranet.lisd.net/ourpages/dept\\_operations/files/forms/VisitorProcedure\\_E\\_.pdf](http://intranet.lisd.net/ourpages/dept_operations/files/forms/VisitorProcedure_E_.pdf)  
[http://intranet.lisd.net/ourpages/dept\\_operations/files/forms/VisitorProcedure\\_E\\_.pdf](http://intranet.lisd.net/ourpages/dept_operations/files/forms/VisitorProcedure_E_.pdf)

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first.

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

### **Lunch with Students**

Parents are welcome to eat lunch with their student(s). Parents may purchase a cafeteria lunch or bring food for their student and themselves. Parents may only bring food for their student. Relatives of students are welcome for lunch when accompanied by the parent/guardian or with

written parent permission. Parents should sit with their student in a designated area. Other students will not be permitted to eat in the designated area without their own parents.

**Non-family visitors** who have a legitimate interest to visit students during lunch must:

- Provide written permission from the parent of the student(s) they wish to visit (kept on file). Non-family visitors may only sit and visit with students for which they have received parental permission.
- Contact campus administration at least 24 hours prior to your visit.
- Sign in through the Main Office and present a current ID for the Raptor system to receive a visitor's pass.
- Parameters for these visits will be determined by the campus administration based on factors such as the nature of recurring visits, pre-planning, and the number of students.

## **VOLUNTEERS**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please complete a criminal background check. This can be completed on the LISD website ([www.lisd.net](http://www.lisd.net)) under the Parents button through the link to "Volunteer/Apply Now." This may take a minimum of 2 weeks to process. Volunteers must reapply every three years.

This policy does not apply to those who, by law, are not permitted to visit with children.

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

## **WITHDRAWING FROM SCHOOL**

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

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

## **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.

**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.

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

**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 districtwide 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.

**NCLB Act** is the federal No Child Left Behind Act of 2001.

**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, effective beginning with certain students for the 2011–2012 school year.

**STAAR-A** is an accommodated version of the STAAR that is available for certain students who receive special education services or students who been identified as dyslexic.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Linguistically Accommodated (STAAR L)** 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.

**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.



## APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/384?filter=FFI> Below is the text of LISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

### STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

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

#### Bullying Prohibited

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

#### Definition

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

Interferes with a student's education or substantially disrupts the operation of a school.

#### examples

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

#### Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

#### examples

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

#### False claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

#### TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

#### REPORTING PROCEDURES

##### STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

##### EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

##### Report format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

##### prohibited conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

##### Investigation of report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

#### CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

##### Notice to parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

#### DISTRICT ACTION

## Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

## Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

## CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

## TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

## Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

## Improper conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

## CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

## APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

## RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

## ACCESS TO POLICY and procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## Appendix II. LISD Dress Code - Administrative Rules

**The following guidelines are established as a point of reference for parents, students and administrators in regards to dress. All students must be clean and neatly groomed. The administration reserves the right to determine any inappropriate dress that it feels is disruptive to the school environment.**

- Hair, by color or design, may not create a distraction to the learning environment. Hair should be primarily a natural color. Non-natural accents such as dye streaks or color strips may be permitted, but may not cover more than 25% of the hair.
- Students may **not** wear the following: tongue rings, lip rings, eyebrow rings, ear gauges, spacers, facial jewelry such as hoops or rings, or facial decorations. Students may, however, wear one small nose stud.
- Caps, hats, sweatbands, bandannas, hair rollers, hair curlers, and other similar hair grooming items, shall not be worn by male or female students in the school building.
- Students may not wear clothing that advertises by name or symbol any products that are not permitted in schools, including, but not limited to the following: **drugs, alcohol, profanity or suggestive slogans, tobacco, obscenity, violence or gangs.**
- Male students may wear long pants of appropriate length or shorts of appropriate length, at or about mid-thigh or longer, at the natural waistline.
- Female students may wear long pants of appropriate length, skirts or shorts of appropriate length, at or about mid-thigh or longer.
- Clothing which, in the opinion of the professional staff, would be deemed inappropriate or offensive for school in general, shall not be allowed, including, but not limited to the following: trench coats, mini-skirts, halter or tube tops, split sides, midriffs, bare shoulder tops, see-through clothing, fish net tops, or running/spandex shorts.
- Yoga pants, leggings and jeggings may be worn if the shirt drapes to mid-thigh in both front and back.
- All students must wear appropriate, non-visible undergarments.
- For health reasons, students are required to wear shoes appropriate for the school setting. House shoes or slippers are not appropriate for school. Flip flops are not appropriate for elementary students.
- Tattoos must not be visible during the school day.

**Appendix III: Perfect Attendance**

**MEMO**

Date: June 30, 2014

To: Attendance Clerks

From: Susanne Bradford  
Student Services

Re: Perfect Attendance

\*\*\*\*\*

LISD has defined the following perfect attendance guidelines:

1. Elementary School:

Perfect attendance will be determined by a student’s presence or absence during official daily attendance check.

2. Middle School:

Perfect attendance will be determined by a student’s presence or absence during official period attendance check.

3. High School:

Perfect attendance will be if a student is present every period of every day.

As you work with perfect attendance, be aware that the State Attorney General has ruled that a child who is absent for religious *holy days* or medical appointments cannot be denied a perfect attendance award if the child has made up all work missed during the absences.

Medical absences must comply with the TEA attendance guidelines.

**Appendix IV: Special / Pre-planned Absence Request**

State law and school guidelines governing attendance require that excused absences pertain to illnesses, medical appointments, funerals of immediate family members, and school sponsored trips. In addition, attendance is part of our gold performance acknowledgements from TEA. In order to request permission to have make-up class work as a result of an absence caused by an obligation other than those listed above, a student must have this form completed and approved prior to the absence. The process of approving this special request absence will include the consideration of attendance in class, grades, and other extenuating circumstances. Absences will not be granted during state mandated assessments. Each student may only be granted five [5] days (non-consecutive/consecutive) per school year. A student must be in attendance 90% of the school year; a planned absence causing a student to be in attendance less than 90% of the school year would be cause to deny this request.

All requests must have parental consent and a student must return this form, completed, to the Attendance Office/Clerk for approval prior to the absence.

Student: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Teacher/ Grade: \_\_\_\_\_

Exc.      Unexc

    

    

    

    

    

**Date(s) and reason(s) of requested absence:**

1<sup>st</sup> day: \_\_\_\_\_ Reason: \_\_\_\_\_

Parent signature:

\_\_\_\_\_

Principal: \_\_\_\_\_ Attend. Clerk: \_\_\_\_\_

•

2<sup>nd</sup> day: \_\_\_\_\_ Reason: \_\_\_\_\_  
Parent signature: \_\_\_\_\_

Principal: \_\_\_\_\_ Attend. Clerk: \_\_\_\_\_

•  
3<sup>rd</sup> day: \_\_\_\_\_ Reason: \_\_\_\_\_  
Parent signature: \_\_\_\_\_

Principal: \_\_\_\_\_ Attend. Clerk: \_\_\_\_\_

•  
4<sup>th</sup> day: \_\_\_\_\_ Reason: \_\_\_\_\_  
Parent signature: \_\_\_\_\_

Principal: \_\_\_\_\_ Attend. Clerk: \_\_\_\_\_

•  
5<sup>th</sup> day: \_\_\_\_\_ Reason: \_\_\_\_\_  
Parent signature: \_\_\_\_\_

Principal: \_\_\_\_\_ Attend. Clerk: \_\_\_\_\_

•  
LISD Board Policy states that students have (1) day for each day of absence to make up work. Unexcused absences and/or work not completed on time will result in zeroes. Make-up work will be given for an excused absence only. Teachers are not required to give students work in advance of absence.

[Office use only]

1 <sup>st</sup> period: _____	5 <sup>th</sup> period: _____
2 <sup>nd</sup> period: _____	6 <sup>th</sup> period: _____
3 <sup>rd</sup> period: _____	7 <sup>th</sup> period: _____
4 <sup>th</sup> period: _____	8 <sup>th</sup> period: _____

## APPENDIX V

**To: All Parents of Kindergarten and First Grade Students**  
**CC: Elementary School Principals**

**From: Reggie Garrett**

**Date: May 18, 2016**

**Subject: BUS SAFETY FOR KINDERGARTEN AND FIRST GRADE STUDENTS**

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To ensure all Kindergarten and First Grade students riding our Regular Education buses arrive safely at home each afternoon, it is required that no Kindergarten or First Grade student be released from the bus without a parent or older sibling present. The older sibling must be at least 4<sup>th</sup> grade.

If no parent, designated adult, or sibling is at the stop, the driver will contact Dispatch with the student's name and school. The school will be contacted. The driver will return the student to the school and hand deliver the student to an administrator or office personnel. The school will contact the parents to advise them the child can be picked up at the school.

If you have any questions, feel free to contact us at 469-383-8616 or by email at [Reggie.Garrett@Firstgroup.com](mailto:Reggie.Garrett@Firstgroup.com).

Regards,

Reggie Garrett  
Senior Location Manager  
First Student  
601 E. Purnell  
Lewisville, TX 75057



# APPENDIX VI: Bus Riders Safety Contract

## Bus Riders Safety Contract

Dear Parents and Bus Riders:

The goal of this contract is to help provide a safe and enjoyable experience for children who ride school buses. Parents should take time to read and discuss the contract with their children. Riding a school bus is a privilege provided by the school district and should be treated as such. Please complete the student information form and turn it in to your driver within three days.

### EXPECTED STUDENT CONDUCT

#### Each School Bus Passenger Should:

1. Be under the direct authority of the bus driver.
2. Follow the bus driver's instructions—including seat assignment.
3. Be kind, considerate and respectful to others.
4. Be at the bus stop at least five (5) minutes before, but not more than ten (10) minutes prior to bus time.
5. Students are not allowed to get off at any stop other than their own, or ride another bus without consent from the bus barn. Only in an emergency, after parents contact the school and the bus barn can a student change stops or routes.
6. Be in assigned seat and stay seated until designated stop.
7. Keep hands and feet, books, and all other objects out of the aisle at all times.
8. Refrain from swearing, rude gestures, and teasing (verbal or non-verbal). Use appropriate language at all times. Bullying is not be tolerated.
9. Do not throw objects in or out of the bus.
10. Follow the student code of conduct for LISD at all times.
11. Keep noise and activity at a low level to avoid distracting the driver.

Return the bottom portion to the bus driver

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### LEWISVILLE INDEPENDENT SCHOOL DISTRICT SCHOOL BUS RIDER'S CONTRACT

I have read the Bus Riders Safety Rules and agree to abide by these rules.

Students Name (Please Print)
Home Address (Please Print)
Parents Work Number
School
AM Bus Number

Parents Signature
Home Telephone Number
Emergency Number --Relationship
Grade
PM Bus Number

## **APPENDIX VI: Campus Addendum to Lewisville ISD Student Handbook:**

# **Bluebonnet Elementary Mission Statement**

The Bluebonnet community provides a safe and flexible learning environment that inspires innovation and integrity.

**Mascot:** Bears, *Ursus americanus*

**School colors:** Royal Blue and White

## **Principal's Message**

Dear Bluebonnet Families:

Welcome to Bluebonnet Elementary! We are excited that you are a part of our Bluebonnet family. The strength and excellence that has become synonymous with our wonderful school comes from the uniqueness of each one of us. We would not be complete without the talents, abilities, and personalities of each Bluebonnet Bear. Please know that we value each and every one of you and look forward to a year full of exciting learning opportunities and memorable experiences.

The Student Handbook is provided to help each of you be informed and successful. The information and guidelines are those that follow our goal of helping all students to become lifelong, responsible learners in a safe, nurturing, and orderly environment. Should at any time you have questions, concerns, or successes that you would like to share, please feel free to call the school office at (469) 713-5195 and arrange a conference with your child's teacher or an administrator.

As partners in your child's educational experience, open and clear communication is vital. Each Tuesday, the Tuesday Newsday folder will bring important information and schoolwork home. I encourage you to use our many channels of communication. You can receive instant updates through the Bluebonnet Website, Facebook, and Twitter. The teachers' websites, and PTA E-News are excellent ways to stay informed of Bluebonnet's activities and school policies.

The faculty and staff are looking forward to learning with you this year. Whether it is your first year, last year, or somewhere in between at Bluebonnet, may it be one that brings your family many stimulating learning opportunities, provides memorable experiences, and helps each student reach that special potential that is uniquely their own.

Sincerely,

Lana D. Fisher

Principal

Bluebonnet Elementary

# Schedules

## Lunch

Kindergarten	10:30 - 11:00 a.m.
1 <sup>st</sup> grade	11:00 – 11:30 a.m.
2 <sup>nd</sup> grade	11:30 – 12:00 p.m.
3 <sup>rd</sup> grade	12:00 – 12:30 p.m.
5 <sup>th</sup> grade	12:30 – 1:00 p.m.
4 <sup>th</sup> grade	1:00 – 1:30 p.m.

## Recess

Kindergarten	10:00 – 10:30 a.m.
1 <sup>st</sup> grade	10:30 – 11:00 a.m.
2 <sup>nd</sup> grade	11:00 – 11:30 a.m.
3 <sup>rd</sup> grade	11:30 – 12:00 p.m.
5 <sup>th</sup> grade	12:00 – 12:30 p.m.
4 <sup>th</sup> grade	12:30 – 1:00 p.m.

## Conference Periods

Kindergarten	12:00 p.m. - 12:50 p.m.
1 <sup>st</sup> grade	12:55 p.m. - 1:45 p.m.
2 <sup>nd</sup> grade	1:50 p.m. - 2:40 p.m.
3 <sup>rd</sup> grade	8:45 a.m. - 9:35 a.m.
4 <sup>th</sup> grade	10:35 a.m. - 11:25 a.m.
5 <sup>th</sup> grade	9:40 a.m. - 10:30 a.m.
Fine Arts	8:00.m. - 8:45 a.m.

## School Hours

7:15 a.m. doors open, breakfast
7:35 a.m. students to class
7:45 a.m. tardy bell
3:00 p.m. dismissal

# Arrival and Dismissal

School hours are from 7:45 a.m. until 3:00 p.m. each day. Students may arrive at school between 7:15 a.m. and 7:45 a.m. Students arriving before 7:35 a.m. may wait in the cafeteria (grades K-2) and in the gym (grades 3-5) where they may read or visit quietly with friends under the supervision of a staff member. Children may not arrive earlier than 7:15 a.m. Children may purchase breakfast in the cafeteria from 7:15 a.m. to 7:35 a.m.

**Due to safety, students will need to walk their bicycle/scooter or carry their skateboard on school grounds when arriving and departing.**

# Attendance

Students must attend school regularly and be on time in order to benefit from the instructional program. Attendance is recorded for state purposes based on the students present at 9:00 a.m. If a student has been present, but leaves before 9:00 a.m., they are considered absent for the day.

The law requires students to be in attendance at least 90% of the required number of days during the school year in order to receive credit for a class. Parents will be notified by letter during the year

when the number of absences becomes a concern. The attendance committee will consider individual circumstances as they relate to class credit from students not meeting attendance requirements.

When an absence is a tenet of a student's faith due to observing a religious holiday, the absence will be excused. Please notify the school in writing prior to the absence.

When your child is absent from school and needs his/her work, please telephone the school office by 9:00 a.m. Please email the teacher to request any missed assignments. Assignments will not be given prior to a student's preplanned absence.

Students who will be out in the morning due to a doctor's appointment should notify the school by 8:00 a.m. Students returning the same day will not be counted absent if they return with a doctor's note.

### **Planned Absences**

- **Each student is allowed 5 pre-approved absence days for the year that do not fall under school board policy for excused absences.**

To obtain approval, contact the principal in writing **at least 48 hours prior** to the beginning of the planned absence. Failure to have absences pre-approved may result in unexcused absences.

Students are expected to complete the missed assignments for all absences. For these 5 pre-approved absences, credit will be given for make-up work. Teachers may need to use recess time, and/or before and after school time to ensure successful completion of make-up work. Any additional absences (in excess of the 5 pre-approved), that do not fall under the board policy for an excused absence, will result in an unexcused absence. Student will receive zeros for each missed assignment due, or completed on, days of unexcused absences. Assignments will not be given prior to a student's planned absence.

School board policy lists the following as the only reasons for an excused absence:

personal illness, death in the family, quarantine, and weather or road conditions making transportation to school dangerous

### **Tardies/Partial Day Absences**

- **Tardies are defined as unexcused absences for parts of days and include:**

#### **AND/OR**

##### **Early Check-Out**

If a student arrives in the classroom after 7:45 a.m., he/she will be sent to the office to receive a tardy slip to be admitted to the classroom. The parents of a student who is tardy will be notified by the classroom teacher.

Students who leave for early check-out will be called to the office when the parent arrives. Early release will result in the use of one of the student's preplanned absences or documented as an unexcused absence.

Parents are asked to call and notify the school of a child's absence. Parents may call the school's automated phone system between the hours of 6:00 p.m. and 7:30 a.m. to register an absence.

You will be instructed to leave your child's name, grade, teacher's name, and the reason for the absence. If your child is absent and the school is not notified, the district will contact you regarding your child's unexcused absence.

Please note: LISD does not participate in Take Your Son or Daughter to Work Day.

If it is necessary for a student to leave school during the school day for appointments, parents must come to the office to sign their child out. Students will only be called to the office for dismissal once the parent has arrived. Students will not be released to anyone other than the parent without prior written or verbal notification. You will be asked to provide a picture ID before a student will be released to you. A doctor's excuse is required within 72 hours. Failure to provide an excuse will change the absence to an unexcused partial day absence. If a student leaves during the school day and does not have a doctor's note upon returning, the missed portion of the day will be counted as unexcused. The exception will be if a student is sent home by the school nurse due to illness.

## **Discipline**

Our goal for each student at Bluebonnet is for his/her behavior to reflect responsible, safe, and respectful attitudes. Appropriate behavior will be taught, reinforced, and assessed through the school wide program, Character Counts. The Six Pillars of Character Counts are: Trustworthiness, Respect, Caring, Fairness, Responsibility, and Citizenship.

### **Character Development Plan**

The Character Development Plan is developed with the intention to assist students with their areas of growth as they apply the Six Pillars of Character Counts to their lives. It identifies areas of growth related to specific student behaviors. The Character Development Plan is a partnership between the student, teacher, parents, and administrator. Receiving a Character Development Plan form will not keep a student from participating in special programs such as KPAW, Student Council, Bear Patrol, etc.

### **Office Referral**

Bluebonnet has instituted the use of an Office Referral form to be used by teachers or administrators. Office Referral forms are for documenting persistent student behavior when teacher interventions and parent/teacher partnerships have failed to produce an improvement in behavior. Serious or severe behaviors, such as one student harming another student, are also documented with the Office Referral form. When a student receives an Office Referral they may be restricted from participation in special programs such as KPAW, Student Council, Bear Patrol, Show Choir, etc. as stated in the Student/Parent/Sponsor agreement for the specific program.

Student engagement in harassment behaviors motivated by race color, religion, national origin, or disability directed toward another student. Behaviors including bullying, harassing, fighting, disrespect harm to self or others, and damage to school property will be taken seriously and investigated thoroughly by the principal or assistant principal.

For further information about LISD's expectations for behavior, you may review the LISD Student Code of Conduct.

## **Dress Code**

The students and parents may determine the student's personal dress and grooming standards, providing that the student's dress and grooming does not lead school officials to believe that such dress or grooming will disrupt, interfere with, disturb or detract from school activities or create a health or safety hazard to the students. Writing on clothing should send a respectful and positive message. Dress should maintain a sense of modesty and age-appropriateness.

School personnel reserve the right to determine any inappropriate dress or accessory that they feel is disruptive to the school environment. In the event of a dress code violation, students may call home for a change of clothes, wear a sweater or jacket, or borrow clothes from the school nurse.

- No hats or bandanas
- No visible tattoos (permanent or temporary)
- No visible undergarments
- Skirts, shorts, & dresses must be fingertip length, even if worn over leggings
- No writing across the back of shorts or pants
- No unusual hair color or style that is distracting to others
- No shoes with wheels
- No scary or sexual themes, drug or alcohol items, promotion of gang activity, or disrespectful messages
- If you can't say it out loud to your teacher, then don't wear it.
- Shoulder straps no less than three fingers wide (student fingers)
- No spaghetti straps, bare backs, halter tops, racer backs, or muscle shirts
- No midriffs showing

For safety purposes, a dress code has been established for physical education class and recess.

### *Physical Education Class required dress*

- Tennis Shoes (no cleats, always laced and tied)
- Shorts under girl's dress or skirts
- Loose fitting clothing, allowing for movement, during various activities

### *Recess required dress*

- Rubber-soled shoes with closed toes and fully enclosed heel
- Shoes should be always laced and tied
- No Crocs, imitation Crocs, or sandals are permitted

**Please refer to the LISD Dress Code Administrative Rules.**

# Emergency Drills/Response

Lewisville ISD is committed to providing a safe environment for its students, staff, and visitors. In an emergency situation that affects a school or the district, students will be cared for following state and national emergency operations guidelines. All campuses have detailed plans and conduct drills during the year to prepare students and staff for a safe, rapid response.

## Emergency Preparedness Steps:

- Update your child's emergency contact information. Consider finding one contact that lives in walking distance of the school.
- Check your phone for Skylert messages. Information on Skylert will be provided by your campus and on the LISD web page under Parents, Skyward Family Access. These messages will also be posted on the district webpage, Facebook and Twitter.
- DO NOT call or rush to your child's school. Phones and staff are needed for emergency response efforts.
- DO NOT phone your child. For safety reasons, staff and students are discouraged from using cell phone communication. Cell phone use will resume at the principal's discretion.
- Go to the LISD website: <http://www.lisd.net> for emergency updates.
- Tune in to local TV/Radio stations for official school news alerts: television channels 4 (KDFW), 5 (KXAS), 8 (WFAA), 11 (KTVT), 23 (KUVN) and 39 (KXTX) along with radio stations 820 A.M. (WBAP), 100.7 FM (KWRD), 106.1 FM (KHKS), 570 A.M. (KLIF), 99.5 FM (KPLX), 1080 A.M. (KRLD) and 103.7 (KVIL)
- Rely only on official communication from school or public safety officials.
- Listen for official information on picking up your child. Students will be released ONLY to parents/guardians who are documented as emergency contacts and provide a picture ID such as a driver's license, military ID, or passport.
- Be aware that during lock-down, shelter-in-place, and tornado warning students will not be released.

# Grading Guidelines

Lewisville ISD Principal Operating Procedure Handbook – Grading Guidelines

Academic Grading for Grades PK-12

Reference: EIAB (Local), EIA (Legal), EIA (Local), EIC (Local), EIE (Local), TEC 28.0216

## Purpose of Grades/Grading Guidelines

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading guidelines promote consistency in grading practice throughout the district. The following guidelines will be in place at every campus. Utilizing the following guidelines, campus leadership will meet with each department and/or grade level to establish further grading best practices that focus on student learning (EIA Local) These

campus meetings ensure consistency throughout departments and/or grade levels and standardization throughout on-level coursework. Guidelines for grading shall be clearly communicated to teachers, students, and parents.

### **Grades reflect student work**

Grades must reflect a student's relative mastery of a concept/learning goal. There must be a sufficient number of grades taken to support the grade average assigned (EIA Legal/Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc.

In LISD, no "minimum grade" will be assigned regardless of the quality of student work, product, or demonstrated mastery. Teacher shall record the actual grade a student earns; there is no minimum grade (EIA Legal/TEC 28.0216). Grades will not be reduced for disciplinary reasons; grade penalties are specifically covered in the "Grade Penalties" section below.

### **Frequency/Number of Grades**

The sufficient number of grades for each reporting period is defined in the "Elementary School Information" below. The minimum number of grades required is differentiated for elementary, middle, and high schools.

### **Student Expectations**

Each student is expected to:

- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Maintain honesty and integrity in all issues regarding school work and interaction with teachers and administrators.

Students found to have engaged in academic dishonesty shall be subject to disciplinary consequences in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. (EIA Local)

### **Grade Penalties**

Late Work: (EIAB Local)

Teachers may assign a late penalty to any assignment turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

The Bluebonnet teachers and administrators believe that the completion of assignments is essential to student learning and in developing a strong work ethic. The following guidelines will be used when grading student work that is turned in late. This is work where adequate time, opportunity, and guidance have taken place.

### **Kindergarten - First Grade**

- Written reminders are sent home.
- Incomplete assignments will be reflected in the students' Life Skills Grade.

**Second grade – Fourth grade** - Student records late work assignment in planner.



- Student loses 11 points a day for days one, two and three.
- Student receives a “0” after the 3<sup>rd</sup> day.

**Fifth grade** - Student records late work assignment in planner.

- Student loses 15 points a day for days one, two and three.
- Student receives a “0” after the 3<sup>rd</sup> day.

Absences and Suspensions:

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. (EIAB Local)
- An “M” for “missing” shall be recorded for absences, whether excused or unexcused, and students will be given a reasonable amount of time to learn the missed material and demonstrate mastery. It is recommended that the length of absence should determine the amount of time given for make-up work. For example 3 days of absence equals 3 days to make up work. A teacher may make exceptions for extenuating circumstances.
- The grade for make-up work after an unexcused absence shall be zero. (EIAB local)
- The District shall not impose a grade penalty for make-up work after an absence because of suspension. (EIAB Local)

Failing to Follow Procedures:

Grade penalties may not be applied for failing to follow procedures, except in the case of late work as described above and in compliance with campus Late Work policies.

## **Elementary Grades**

### **Grades K-1**

Standards Based Grading provides the foundation for reporting student progress and achievement in Pre-Kindergarten and Kindergarten. Student learning is based on standards established by the Texas Pre-K Guidelines and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. Multiple samples or photographs of student work, anecdotal notes and/or skill checklists are reviewed by teachers at the end of each grading period for comparison to end of year criteria established in the LISD Grading Continuum.

### **Grades 2-5**

**Major Grades** – A minimum of three major grades per nine-week grading period in each of the following: Reading, Language Composition, Math, Science/Health, and Social Studies

- Ø Performance tasks/performance based assessment
- Ø Content exams (including performance based content tasks/assessments)
- Ø Research projects/papers (final product)
- Ø Special projects (performances, speeches, presentations,
- Ø Multi-media student created work
- Ø Written compositions

Ø Portfolios

**Minor Grades** – A minimum of three minor grades per nine-week grading period in each of the following: Reading, Language Composition, Spelling, Math, Science/Health, and Social Studies

Ø Group/individual projects and assignments

Ø Running Records

Ø Hands-on activities/labs

Ø Class/group work learning (cooperative learning, etc)

Ø Fluency probes

Ø Learning Centers/Workstations

Ø Lab reports

Ø Computer Activities

Ø Notebooks

Ø Vocabulary/spelling tests and/or assignments

Ø Interim work for projects/papers

Ø Quizzes

Ø Journals

Ø Writing process (prewriting, drafting, revising, editing, publishing)

Ø Informal Compositions

Ø Portfolios

Ø Speech/communication/presentation skills

### **Re-teach/Re-Assess/Re-Grade**

Ø If a student earns a grade below a 70 on a major grade, the teacher must re-teach, then re-assess.

Ø After the re-teach/re-assess the higher of the two grades will be assigned, with the maximum possible score of 70.

Ø In order to receive re-assessment options, students must turn in major grade assignments by the actual due date.

Ø Students must be re-taught through small group, tutoring, peers, teaming, etc., before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aids, taped reading materials, etc.).

*Homework will not be included in the nine weeks grade.*

### **Homework Beliefs**

Lewisville I.S.D. believes homework should follow the following guidelines:

- Be meaningful
- Not be time consuming

- Not be busy work
- Be developmentally appropriate
- Be something that can be done independently
- Be quality vs. quantity
- Be applicable to what students are doing
- Be specific to concepts or skills expected to be mastered
- Be as clear and objective as the daily lesson
- Receive prompt feedback and returned to student as motivator
- Not be used as a punishment
- Be relevant and purposeful to the subject

## Parties (classroom)

The classroom parties include: Winter, Valentine's Day, and End of the Year. Classroom parties are under the joint direction of grade level teachers PTA room representatives. Grade level teachers will collaborate with room representatives to review guidelines and plan party activities. Room representatives shall obtain food, drinks, and other party supplies through donations from classroom parents. There will not be any monetary request for these items. Goody bags will not be distributed at a classroom party. However, room representatives may coordinate an end of the year gift for the students. The fifth grade room representatives may request a contribution as deemed necessary for the fifth grade end of the year party only. Room reps are encouraged to coordinate this gift by grade level to ensure consistency. Per district policy, all food distributed during school hours must be pre-packaged and purchased from an approved vendor.

Siblings are welcome to attend the class parties. Please keep in mind all food and games are intended for the students and may not be available to the siblings. If you feel the sibling needs a snack, you are welcome to bring one from home. All snacks brought to the class parties are to be compliant with the allergy awareness procedures.

Mutual respect will be given for all cultural and religious diversity in our school. Alternative activities designed by the teacher will be available to those students unable to participate in any school sponsored celebrations or activities. We ask that parents notify the teacher in advance so that alternate arrangements may be made.

Birthday parties at any grade level will **not** be held for students and/or teachers. In order to support the district policy against homemade baked goods being served on campus, parents may not send birthday treats for students. Any other type of celebration for individual students and/or teachers by parents that may cause a distraction to instruction (i.e. balloons) are not permitted. We ask that children not bring invitations for private parties at any grade level unless invitations are given to each student in the class. Due to confidentiality, class lists may not be provided.

## **Personal Property**

Children should be encouraged to be responsible for articles of clothing and personal belongings. Please place name tags on all articles of clothing and supplies. Lost items will be placed on a rack located outside the cafeteria. At the end of each semester, parents will be notified of a date in which all unclaimed items will be provided to charity. Toys, electronic games, virtual pets, trading cards, etc. should not be brought to school. The item(s) will be taken up by the teacher and sent to the office for the parent to claim. A student brings one of the above listed items in his/her backpack at his/her own risk. The school cannot be found responsible for missing items.

## **Recess**

Recess is considered an important socialization opportunity for students. All students will receive a thirty minute recess daily, however teachers reserve the right to utilize recess time as needed. In good weather, students will normally go outside. Students need to come prepared with sweaters or jackets as Texas weather may change quickly. Students will participate in outside recess unless they have a note from the doctor stating that for medical reasons the student needs to stay inside.

Inside recess for all students will occur when the heat index is less than or equal to 99 degrees BUT Ozone Alert Red or when the heat index is greater than or equal to 100 degrees. Another time for inside recess will be when the wind chill is less than or equal to 34 degrees. Since recess occurs over a four hour period when conditions may vary widely, there will be days where some grade levels may have outside recess and other grade levels may have inside recess. The school nurse and/or campus administration will make the final determination about inside recess or outside recess.

Due to safety and security reasons, only students and staff are allowed on the playground at recess time. No parents or younger siblings may participate in recess.

## **Returning to School after Hours**

Students may return to school to retrieve forgotten items before 3:30 p.m. Students must enter through the office after school. The office will call the classroom to see if the teacher is in the classroom. If the teacher is in the classroom, the student will be allowed to retrieve the forgotten item(s)