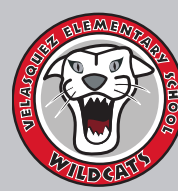
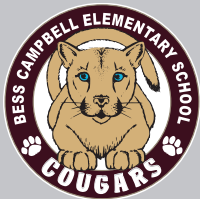
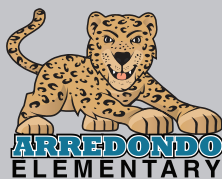


LAMAR CISD

2023-2024

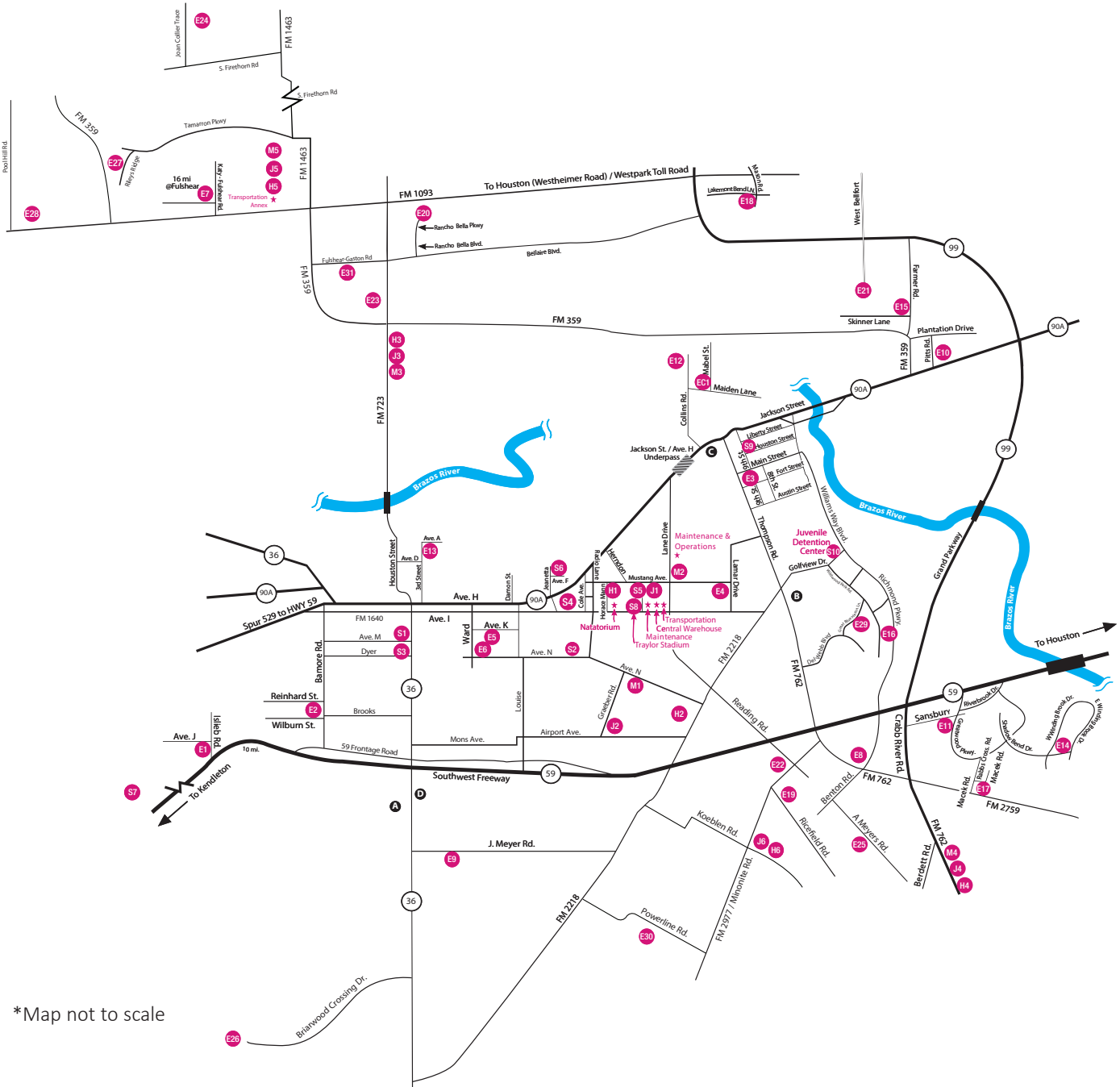
ELEMENTARY STUDENT HANDBOOK



DISTRICT MAP

3911 Avenue I, Rosenberg, Texas 77471

www.LCISD.org | Info@LCISD.org | 832.223.0000



*Map not to scale

To find out where your student will attend school, visit our website and click "Find My Bus/School."

Lamar CISD

EARLY CHILDHOOD

SEGUIN E.C. CENTER (PK) . . . **EC1**
605 Mabel St.
Richmond, TX 77469
832.223.2200, (f) 832.223.2201

ELEMENTARY SCHOOL

ADOLPHUS ELEMENTARY . . . **E21**
7910 Winston Ranch Pkwy.
Richmond, TX 77406
832.223.4700, (f) 832.223.4701

ARREDONDO ELEMENTARY . . . **E22**
6110 August Green Dr.
Richmond, TX 77469
832.223.4800, (f) 832.223.4801

AUSTIN ELEMENTARY **E10**
1630 Pitts Rd.
Richmond, TX 77406
832.223.1000, (f) 832.223.1001

BEASLEY ELEMENTARY **E1**
7511 Avenue J
Beasley, TX 77417
832.223.1100, (f) 832.223.1101

BENTLEY ELEMENTARY **E23**
9910 FM 359
Richmond, TX 77406
832.223.4900, (f) 832.223.4901

BOWIE ELEMENTARY **E2**
2304 Bamore Rd.
Rosenberg, TX 77471
832.223.1200, (f) 832.223.1201

CAMPBELL ELEMENTARY . . . **E14**
1000 Shadow Bend Dr.
Sugar Land, TX 77479
832.223.1300, (f) 832.223.1301

CARTER ELEMENTARY **E25**
7800 A Meyers Rd.
Richmond, TX 77469
832.223.5500, (f) 832.223.5501

CULVER ELEMENTARY **E26**
3131 Learning Tree Ln.
Rosenberg, Texas 77471
832.223.5600, (f) 832.223.5601

DICKINSON ELEMENTARY . . . **E11**
7110 Greatwood Pkwy.
Sugar Land, TX 77479
832.223.1400, (f) 832.223.1401

FROST ELEMENTARY **E15**
3306 Skinner Ln.
Richmond, TX 77406
832.223.1500, (f) 832.223.1501

GRAY ELEMENTARY **E30**
7222 Powerline Road
Richmond, TX 77469
832.223.6400, (f) 832.223.6401

HUBENAK ELEMENTARY **E20**
11344 Rancho Bella Pkwy.
Richmond, TX 77406
832.223.2900, (f) 832.223.2901

HUGGINS ELEMENTARY **E7**
No. 1 Huggins Dr.
Fulshear, TX 77441
832.223.1600, (f) 832.223.1601

HUTCHISON ELEMENTARY . . . **E16**
3602 Richmond Pkwy.
Richmond, TX 77469
832.223.1700, (f) 832.223.1701

JACKSON ELEMENTARY **E13**
301 Third St.
Rosenberg, TX 77471
832.223.1800, (f) 832.223.1801

LINDSEY ELEMENTARY **E24**
2431 Joan Collier Trace
Katy, TX 77494
832.223.5400, (f) 832.223.5401

LONG ELEMENTARY **E3**
907 Main St.
Richmond, TX 77469
832.223.1900, (f) 832.223.1901

MCNEILL ELEMENTARY **E18**
7300 S. Mason Rd.
Richmond, TX 77407
832.223.2800, (f) 832.223.2801

MEYER ELEMENTARY **E9**
1930 J. Meyer Rd.
Richmond, TX 77469
832.223.2000, (f) 832.223.2001

MORGAN ELEMENTARY **E28**
32720 FM 1093
Fulshear 77441
832.223.6200, (f) 832.223.6201

PHELAN ELEMENTARY **E29**
1600 Great Blue Heron Lane
Richmond, TX 77469
832.223.6300, (f) 832.223.6301

PINK ELEMENTARY **E12**
1001 Collins Rd.
Richmond, TX 77469
832.223.2100, (f) 832.223.2101

RAY ELEMENTARY **E6**
2611 Avenue N
Rosenberg, TX 77471
832.223.2400, (f) 832.223.2401

SMITH ELEMENTARY **E4**
2014 Lamar Dr.
Richmond, TX 77469
832.223.2300, (f) 832.223.2301

TAMARRON ELEMENTARY . . . **E27**
29616 Rileys Ridge
Katy, TX 7494
832.223.5700, (f) 832.223.5701

TERRELL ELEMENTARY **E31**
26229 Fulshear Gaston Road,
Richmond, Texas 77406
OPENING 2024.2025

THOMAS ELEMENTARY **E19**
6822 Irby Cobb Blvd.
Richmond, TX 77469
832.223.4600, (f) 832.223.4601

TRAVIS ELEMENTARY **E5**
2700 Avenue K
Rosenberg, TX 77471
832.223.2500, (f) 832.223.2501

VELASQUEZ ELEMENTARY . . . **E17**
402 Macek Rd.
Richmond, TX 77469
832.223.2600, (f) 832.223.2601

WILLIAMS ELEMENTARY **E8**
5111 FM 762
Richmond, TX 77469
832.223.2700, (f) 832.223.2701

MIDDLE SCHOOL

NAVARRO MIDDLE (6) **M1**
4700 Avenue N
Rosenberg, TX 77471
832.223.3700, (f) 832.223.3701

ROBERTS MIDDLE (6) **M5**
9230 Charger Way
Fulshear, TX 77441
832.223.5300, (f) 832.223.5301

RYON MIDDLE (6) **M4**
7901 FM 762
Richmond, TX 77469
832.223.4500, (f) 832.223.4501

WERTHEIMER MIDDLE (6) . . . **M3**
4240 FM 723
Rosenberg, TX 77471
832.223.4100, (f) 832.223.4101

WESSENDORFF MIDDLE (6) . . **M2**
5201 Mustang Ave.
Rosenberg, TX 77471
832.223.3300, (f) 832.223.3301

JUNIOR HIGH

BRISCOE JUNIOR HIGH (7-8) . . **J3**
4300 FM 723
Richmond, TX 77406
832.223.4000, (f) 832.223.4001

GEORGE JUNIOR HIGH (7-8) . . **J2**
4601 Airport Rd.
Rosenberg, TX 77471
832.223.3600, (f) 832.223.3601

LAMAR JUNIOR HIGH (7-8) . . . **J1**
4814 Mustang Ave.
Rosenberg, TX 77471
832.223.3200, (f) 832.223.3201

LEAMAN JUNIOR HIGH (7-8) . . **J5**
9320 Charger Way
Fulshear, TX 77441
832.223.5200, (f) 832.223.5201

READING JUNIOR HIGH (7-8) . . **J4**
8101 FM 762
Richmond, TX 77469
832.223.4400, (f) 832.223.4401

WRIGHT JUNIOR HIGH (6-8) . . **J6**
7500 Koeblen Road
Richmond, TX
832.223.6000, (f) 832.223.6001

HIGH SCHOOL

FOSTER HIGH (9-12) **H3**
4400 FM 723
Richmond, TX 77406
832.223.3800, (f) 832.223.3801

FULSHEAR HIGH (9-12) **H5**
9302 Charger Way
Fulshear, TX 77441
832.223.5000, (f) 832.223.5001

GEORGE RANCH HIGH (9-12) **H4**
8181 FM 762
Richmond, TX 77469
832.223.4200, (f) 832.223.4201

LAMAR CONSOLIDATED HIGH (9-12) **H1**
4606 Mustang Ave.
Rosenberg, TX 77471
832.223.3000, (f) 832.223.3001

RANDLE HIGH (9-12) **H6**
7600 Koeblen Road
Richmond, TX
832.223.5800, (f) 832.223.5801

TERRY HIGH (9-12) **H2**
5500 Avenue N
Rosenberg, TX 77471
832.223.3400, (f) 832.223.3401

DISTRICT SITES

ADMINISTRATIVE ANNEX **S2**
3801 Avenue N
Rosenberg, TX 77471
832.223.0400, (f) 832.223.0401

ALTERNATIVE LEARNING CENTER **S3**
1708 Avenue M
Rosenberg, TX 77471
832.223.0900, (f) 832.223.0901

ATHLETICS/TRAYLOR STADIUM . **S8**
1000 East Stadium Dr.
Rosenberg, TX 77471
832.223.0149

BRAZOS CROSSING ADMINISTRATION BUILDING . . **S4**
3911 Avenue I
Rosenberg, TX 77471
832.223.0000

DEVELOPMENT CENTER **S5**
930 East Stadium Dr.
Rosenberg, TX 77471
832.223.0202

FORT BEND ALTERNATIVE SCHOOL (JJAEP) **S6**
3403 Avenue F
Rosenberg, TX 77471
281.239.3431, (f) 281.341.5293

POWELL POINT **S7**
2601 FM 2919
Kendleton, TX 77451

SPECIAL NEEDS CENTER **S9**
710 Houston St.
Richmond, TX 77469
832.223.0960, (f) 832.223.0961

1621 PLACE **S1**
1708 Avenue M
Rosenberg, TX 77471
832.223.0950, (f) 832.223.0951

JUVENILE DETENTION CENTER **S10**
122 Golfview Dr.
Richmond, TX 77469
281.633.7312

Lamar Consolidated Independent School District
3911 Avenue I, Rosenberg, TX 77471 • Main: 832.223.0000 • Fax: 832.223.0003
www.LCISD.org

2023-2024

ELEMENTARY SCHOOL STUDENT HANDBOOK

The contents of this handbook are not contractual, and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.

LAMAR CISD MISSION STATEMENT

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators, and staff, allowing students to achieve their full potential to participate in future social, economic, and educational opportunities in their community.

Educational opportunities are offered by the Lamar Consolidated Independent School District without regard to race, color, religion, national origin, sex, or disability. The Lamar CISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing access to benefits of the Americans with Disabilities Act. The Executive Director of Special Education has been designated as coordinator to educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; Title IX; Section 504 of the Rehabilitation Act; Title II of the Americans with Disabilities Act (ADA) and Title II coordinator for compliance with these legal requirements.

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PREFACE

WELCOME TO LAMAR CISD SCHOOLS!

Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a successful year for our students.

This handbook is for parents and students. We hope it will answer many of your questions and explain more about our schools. Information in this handbook is a combined effort to improve communication and understanding between parents and the school. School Board policies that govern specific areas discussed in the handbook are noted. Copies of the district's complete policies are available in the administration building at 3911 Avenue I in Rosenberg and on the Internet at www.LCISD.org.

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

Parents and students are encouraged to read the handbook carefully to acquaint themselves with the services and benefits available. Further information can be obtained from the classroom teacher or the building principal. The best possible education is achieved for each student through informed parents and the cooperation of all.

Please note: It is important for children to have a safe and pleasant place for learning. Since students themselves must help make the schools safe and pleasant, a state-approved Code of Student Conduct and the District Electronic Communications Use Guidelines are included in this handbook for you and your child to review.

WHAT TO DO WHEN...

Your child is absent: Call to notify the school office. When the child returns to school, send a signed note within 5 school days, giving dates and reason for the absence from a parent, medical professional, or court official.

Your child is tardy: The child must report to the office for an admittance slip before going to class, preferably with a signed note giving the reason for tardiness. Accumulated time of tardies is calculated by minutes in lost instructional time.

You need to pick up your child before dismissal time: Go to the office to sign the child out and wait there for the child. Please be prepared to show photo identification. If it is necessary for someone other than the parent/guardian to pick up your child, that person must be named as an emergency contact. Your child will stay in the classroom until the person is there to pick them up. **Request to check out your child must be done 30 minutes prior to dismissal of the school day.** Accumulated time of early pick-ups is calculated by minutes in lost instructional time.

Change in Transportation: Parents must not remove students from a bus line or bus. **Any change in transportation arrangements for any student requires a note or phone call to the front office from the parent 30 minutes prior to dismissal of the school day.** Emails will NOT be accepted.

Severe weather or other threatening conditions are present: Check www.LCISD.org, district social media accounts, and local weather alerts. For possible school closings, refer to local news stations and updates from LCISD.

Your child needs to take medication during the school day: Medications should be given at home if possible; however, if a student must take medicine at school, the medicine must be provided by the parent. The medication provided must be in its original container and must have a signed and dated note from the parent identifying the student, the medication, the amount, and time it is to be given. Medication must be always kept in the school clinic. Specific guidelines are available under the Medication section of this handbook. Students may not transport medication of any kind.

You would like to visit your child’s classroom/school: In the fall, each school invites parents to come on a specific day to meet the teachers and hear about their plans for the year. Parents are welcome to visit campuses during the school day. The district practice allows for thirty (30) minutes of classroom observation with prior approval of the principal. This practice is to minimize interruption of classroom instruction. If you have questions about the class you observe, please leave your name and telephone number in the office so the teacher or principal can call you. State law does not allow anyone to interrupt a class. Use of smart devices and/or cell phones are prohibited during classroom visits (this includes audio/video recording and photography).

For the safety and security of all students and staff, visitors must go to the school office, sign in as a visitor when they enter the school, and wear a visitor’s badge. To better protect our students, visitors and staff, all LCISD campuses screen for registered sex offenders. A valid state issued ID is required to enter all campuses.

You would like a conference with your child’s teacher or other staff member: Contact the staff member by email or call the office and leave your name and phone number for the person to contact you.

You would like to volunteer: Contact the school office, campus volunteer coordinator, or district Parent Involvement Facilitator for information regarding volunteering on campus. For the safety and security of all students and staff, anyone wishing to volunteer must present a valid state issued ID that can be scanned into our Raptor system which is located on every campus. Those individuals who are not a parent, guardian, or grandparent of a child in our school system are required to complete an online background check and be approved prior to volunteering.

- <https://www.lcisd.org/community/volunteers>

You move or change your telephone number: Your phone number, e-mail address, and emergency contacts can be changed online through Skyward Family Access. Your home address can be changed in Skyward Family Access with proper documentation provided to the campus and with campus approval.

SECTION I: PARENTAL RIGHTS

This section of the Lamar Consolidated Independent School District Student Handbook includes information on topics of particular interest to you as a parent.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent To Conduct A Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent To Display A Student’s Original Works And Personal Information

Lamar CISD may display students’ work, which may include personally identifiable student information, in classrooms or elsewhere on campus, as recognition of student achievement. Parents have the option to opt-out by notifying campus school administration.

Limiting Electronic Communications With Students By District Employees

Teachers and other approved employees are permitted by the district to communicate with students through use of electronic media within the scope of the individual’s professional responsibilities. In order for employees to communicate with currently enrolled students through social networking sites, employees must establish a separate, independent professional page, which is accessible to administration and parents as well as students. Any and all communications will be limited to matters that directly relate to the employee’s professional duties.

Objecting To The Release Of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriate 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. This “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.

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 co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or

- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

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

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 United States 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 United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Religious, Political, 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, political, or moral beliefs. The removal cannot be for 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.

Understanding Religious Rights In Schools

Schools frequently are asked questions about what can and cannot be done by parents and students to celebrate or acknowledge the many holidays that fall during the school year, including Ramadan, Thanksgiving, Chanukah, Christmas, and Kwanza. To help parents and students better understand the proper role of religion in the public schools, the District recommends reviewing the Lamar CISD Board Policies EMI (LOCAL) (“Miscellaneous Instructional Policies: Study of Religion”); FNA (LOCAL) (“Student Rights and Responsibilities: Student Expression”) and FNAA (LOCAL) (“Student Expression: Distribution of Non-school Literature”), all of which address these topics in more detail. The Lamar CISD Board policies may be found online at www.LCISD.org.

When considering issues of religion in the public schools, it is important to remember that there is a distinction between private religious speech, which is protected, and state-sponsored religious speech, which is prohibited. Students may talk about religious holidays (when talking is appropriate), they may say “Merry Christmas” or “Happy Chanukah” or other related holiday greetings, and they may wear whatever clothing they choose (color, wording, or otherwise) that complies with the District’s dress code.

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 needs additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will 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 eligible 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.]

RIGHTS OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

As a parent, you have a right to review teaching materials, other teaching aids and instructional materials used in the curriculum, and to examine tests (non-copy written materials) that have been administered to your child.

Requesting 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.]

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 of your student,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child,
- State assessment results, 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 the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as in **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 that 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 becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records 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 disclosure of personally identifiable information from a student’s education records, without 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, 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’s 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 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 disclosure].

Release of personally identifiable information to any other person or agency 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.

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, 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. See inside cover for the address of the Superintendent and principals. A parent (or eligible student) may inspect the student’s records and request a correction 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 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), in the Grading section entitled “**Reporting Progress to Students and Parents**”, and under **Complaints and Concerns** in this section for an overview of the process.]

The district’s policy regarding student records, including directory information can be found at FL(LEGAL) and (LOCAL), is available from the principal’s or Superintendent’s office, or on the district’s web site at www.LCISD.org.

The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the 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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

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.

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:

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 FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you have a right to:

- 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 principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided to another campus. [See **Bullying** section, 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(LOCAL).] Transportation is not provided to another campus.
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE. Transportation is not provided to another campus.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students Who Have Learning Difficulties Or Who Need Special Education Services Or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Multi-Tiered System of Supports (MTSS). The implementation of MTSS

has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

Special Education Referrals

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

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

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

Contact Person for Special Education Referrals

A special education referral can be requested at the campus level by contacting a campus administrator. If you have additional questions, the designated person at the district level to contact regarding options

for a student experiencing learning difficulties or regarding a referral for evaluation for special education services at the district level is Teri Carwile at [832-223-0400](tel:832-223-0400) or TCarwile@LCISD.org.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

A Section 504 referral can be requested at the campus level by contacting a campus administrator. If you have additional questions, the designated person at the district level to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Elizabeth Franklin at 832-223-0485 or EFranklin@LCISD.org.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 13.]

Visit these websites for information and resources for students with disabilities and their families:

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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

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

Students Who Receive Special Education Services With Other School-Aged Children In The Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus; however, the district is not required to provide transportation to the other children in the household. The parent/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 (LEGAL).] Please submit transfer requests to the Executive Director of Special Education.

Emergent Bilingual Dually Served In Language Program And Special Education

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 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. It is essential that the ARD Committee collaborates with the LPAC who has knowledge of the student's language needs. It is also important that the ARD Committee includes professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or current English language proficiency level.

Should parents decline disability-related services under IDEA and Section 504, the State Education Agency (SEA) and Local Education Agency (LEA) remain obligated to provide appropriate language assistance services to EB's. If parents opt out of specific EB programs and services but have consented to the provision of disability related services, the LEA remains obligated to provide such services as required in the IEP or Section 504 plan, and to conduct ELP monitoring and/or provide language assistance as appropriate.

Students With Physical Or Mental Impairments Protected Under Section 504

A child with a disability 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 needs services and supports under Section 504 to receive a free appropriate public education (FAPE), as defined in federal law. For questions or concerns regarding a referral for evaluation applicable to Section 504 please contact your campus 504 Coordinator. [Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section.

ABSENCES/ATTENDANCE

School Start Times

- 7:15 AM to 2:40 PM Elementary (Group A)
 - Adolphus
 - Arredondo
 - Austin
 - Beasley
 - Bentley
 - Campbell
 - Carter
 - Culver
 - Hubenak
 - Hutchison
 - Lindsey
 - Morgan
 - Phelan
 - Ray
 - Seguin
 - Velasquez

- 7:45 AM to 3:10 PM Elementary (Group B)
 - Bowie
 - Dickinson
 - Frost
 - Gray
 - Huggins
 - Jackson
 - Long
 - McNeill
 - Meyer
 - Pink
 - Smith
 - Tamarron
 - Thomas
 - Travis
 - Williams

Compulsory Attendance Law

AGE 19 AND OLDER

A student who voluntarily enrolls in school programs prior to the age of 6 or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student aged 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA].

BETWEEN AGES 6 AND 19

State law requires that a student between the ages of 6 and 19 shall 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.

Excused Absences for Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. The District shall excuse a student from attending school for the following purposes:

- **Religious holy days**

A student who is observing religious holy days is allowed up to one day of excused travel to the site where the student will observe the holy days. To be considered a religious holy day, the day should be recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Cultural holidays, church retreats, camps, mission trips and individual religious rites do not qualify as religious holy days. For an excused absence, a note must be sent to the school explaining the absence. The student will not be penalized for that absence, i.e., perfect attendance awards, exam exemptions, etc. FEA (Legal).

(For a list of potential holy days please visit [interfaith-calendar.org](https://www.interfaith-calendar.org))

- **Required court appearances**

A student who is attending a required court appearance is allowed up to one day of excused travel to and from the site where the student will attend the required court appearance.

Important Note: Absences to meet with probation officers and other absences related to court-ordered activities outside the courtroom do not qualify as required court appearances.

- **Activities related to obtaining United States citizenship**

A student who is appearing at a governmental office to complete required paperwork in connection with the student's application for United States citizenship is allowed up to one day of excused travel for traveling to the site where the student will complete the paperwork and up to one day of excused travel for traveling from that site.

Taking part in a United States naturalization oath ceremony is allowed up to one day of excused travel for traveling to and from the site where the student will take part in the ceremony.

- **Health-Care Appointments**

Documented health-care appointments for the student or a child of the student, including absences-related to autism services shall be excused, if the student returns to school on the same day of the appointment and brings a note from the health-care provider.

A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. However, an appointment with a school nurse does not count as an appointment with a health care professional.

- **For students in the conservatorship (custody) of the state**

An activity required under court-ordered service plan; or other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

- **TAPS at Military Funeral**

The District may excuse a student's absence up to two days in a school year for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

- **Parent, Stepparent, or Legal Guardian who is an active-duty member of the uniformed services**

If absent to visit with a parent, stepparent, or legal guardian who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the Locality where the parent, stepparent, or guardian regularly resides. The district is required to excuse up to 5 days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.

- **Personal Illness**

When a student is absent from school due to personal illness, the student upon return, or within 5 days of returning to school, must submit a note signed by a parent giving the date(s) and describing the reason for the absence. Parent notes may be sent by email but must come from a parent's verified email account. The note or email must be sent to the campus attendance clerk. Excuse notes turned in after 5 days are subject to approval by the campus principal. An excessive number of absences will be referred to the Campus Attendance Review Committee (ARC).

If a student is absent 5 consecutive school days or more, a doctor's note is required within 5 days of the student's return to school for the absence to be excused.

- **Death/Funeral of an Immediate Family Member**

Students are eligible for up to 5 days of excused absences due to death or attending the funeral of a parent, guardian, grandparent or sibling. A parent note or email must be sent to the attendance clerk within 5 days upon the student's return to school.

- **Quarantine**

Absences for a student who is required to quarantine will be excused with written documentation from a medical physician or the school nurse.

Unexcused Absences

If an absence does not meet the criteria for an excused absence, the absence will be considered unexcused for attendance accounting purposes. Examples of unexcused absences includes, but are not limited to the following:

- Any absence without required documentation.
- Family trips/vacations, reunions, weddings, parent business trips.
- Non-school sponsored activities.
- Private lesson or tutoring.
- Religious retreats, camps, mission trips, and individual rites other than a religious holy Day.
- Non-enrollment days – These are days that a student is not in school due to transferring to another LCISD campus or alternative placement.

Failure To Comply with Compulsory Attendance

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

A court of law may also impose penalties against both the student and his or her parents 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 from school for ten or more days or parts of days within a six-month period in the same school year

Students with Disabilities

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

Attendance For Credit or Final Grade

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

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

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

Official Attendance-Taking Time

Official attendance is taken every day during the second instructional hour.

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, and within five (5) days of the absence must bring a note signed by the parent, medical professional, or court official giving the date(s) of the absence(s) and describing the reason for the absence. 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 five 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 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.

Tardy

Students who do not arrive in class by the campus start time are counted tardy. Students that are tardy are subject to disciplinary action.

Late Arrival/Early Departure

Students are considered tardy if they are not in their classroom at the campus start time. Whenever it is necessary for your child to be absent, notify the school office and when the child returns to school, send a signed and dated note within five (5) days of the absence from a parent or medical provider stating the

reason for the absence. Excuse notes turned in after 5 days are subject to approval by the campus principal.

Absence Notifications

When a student reaches three absences per semester, the parent may receive written notification of absences. After reaching the maximum number of allowable absences in the semester, parent(s) will be notified by letter of the student's attendance record and the possible consequences for his/her absences.

Attendance Review Committee

The committee shall be composed of a majority of classroom teachers, a counselor, and an assistant principal or principal. The School Nurse may also serve as a member of the committee. Some of the items the appeals committee may take into consideration in determining its actions are:

- Doctor's notes or medical records.
- Extenuating circumstances.
- Attendance history, including all absences for the current semester.
- Attendance in clock-hour class makeup.

The parent may request in writing for an appeal/review of the committee's decision to the principal at which time the parent may submit new documentation and information to the principal.

Options of the Appeals Committee

See FEC (LOCAL) for more details.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

LCISD 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 Every Student Succeeds Act (ESSA).

Information about any of these reports can be found on the district's website at www.LCISD.org. Hard copies of any reports are available upon request to the district's administration office.

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

For questions regarding any accountability report, please contact the Research, Assessment & Accountability Department at 832-223-0136.

BULLYING

In this section:

1. “BULLYING” A single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:
 - Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
 - Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
 - Materially and substantially disrupts the educational process or the orderly operation of a classroom or school or infringes on the rights of the victim at school and includes cyberbullying.
 - Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property
 - Bullying that occurs on a publicly or privately-owned school bus or a vehicle being used for transportation of students to or from school or a school-sponsored or school related activity on or off school property
 - Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities or
 - b. substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity

Cyberbullying as defined under the Texas Education Code Sec. 37.0832:

Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

2. “HARASSMENT” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health and safety.

3. "HIT LIST" means a list of people targeted to be harmed, using:
 1. a firearm, as defined by Section 46.01(3), Penal Code;
 2. a knife, as defined by Section 46.01(7), Penal Code; or
 3. any other object to be used with intent to cause bodily harm.

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.

According to TEC § 25.0342 upon the recommendation of the administration, the board of trustees of a school district or the board's designee, in response to an identified case of bullying, may 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 on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

Procedures for Filing a Complaint and Investigation Process

1. Request and complete the Lamar CISD "Bullying, Harassment and Dating Violence Reporting Form".
 - a. These forms are available from all district campuses and on the district's website www.LCISD.org. (BULLYING/HARASSMENT/DATING VIOLENCE REPORTING FORM).
 - b. Please provide detailed information on the form so that the administrator may complete a thorough investigation.
2. Turn the completed form in to a campus administrator.
3. Notice of a reported incident of bullying must be provided to the parent or guardian of the alleged victim on or before the third business day after the date the incident is reported and to the parent or guardian of the alleged bully within a reasonable amount of time the incident.

4. The administrator will investigate the information contained in the complaint.
5. The administrator will contact the parent/guardian of both the alleged victim and alleged perpetrator.

If necessary, the administrator will complete the Campus-Based Stay Away Agreement.

A copy of the district's policy is available on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

CHILD NUTRITION SERVICES

It is the goal of the Lamar CISD Child Nutrition Department that no child should go hungry. Breakfast and lunch are served each day in the school cafeteria. Menu and food prices are posted on the district website as well as www.schoolcafe.com.

Students may charge meals up to a negative \$15.00 balance. A low balance reminder will be sent home to elementary students, and an automated phone call will occur for all students. If a student reaches the charge limit of negative \$15.00 balance, a "value breakfast" will be provided, consisting of an entrée of choice and milk at no cost. During lunch service a "value meal" consisting of a hot entrée currently offered and milk will be provided at no cost until the negative balance is paid. When a student reaches 5 consecutive value meals, the Child Nutrition Department will notify school administration. A la carte items are not available for charging when a balance remains in the negative. This policy will be consistent for all grade levels on all campuses and only affects non-CEP campuses.

Parents are encouraged to put funds in the student account prior to meal service. Payments can be made at each campus cafeteria with cash. Also, payments can be made online at www.schoolcafe.com. At School Cafe, parents can set up restrictions and/or balance reminders to be sent to an e-mail address so there are always funds available for meal purchases. Please call with any questions, comments, or concerns. If you have any questions, please call Child Nutrition at 832- 223-0180.

Lunch money cannot be borrowed from staff members, and charges are discouraged. The Lamar CISD participates in the National School Lunch Program, School Breakfast Program, Community Eligibility Provision, and Summer Food Service Program by providing free or reduced-price meals for eligible children. Parents must apply for these benefits yearly, and qualification is determined by income or food stamp eligibility. Applications are available at www.LCISD.org or www.schoolcafe.com.

Food Of Minimal Nutritional Value

The Texas Department of Agriculture forbids the sale, access, or sharing of Food of Minimal Nutritional Value (FMNV) or competitive foods, as defined by the Texas Department of Agriculture. Contact the campus principal or the website www.agr.state.tx.us for more information. See Policy FFA Local for district compliance.

Cafeteria Rules

Students should follow the rules as they apply to the cafeteria:

- Enter in an orderly manner and walk in line; do not run or push.
- Feel free to talk or visit with friends but avoid shouting.
- Trays, trash, paper, cups and glasses must be removed from the table.
- Do not take food or drinks of any kind outside the cafeteria.
- Do not sit on the tables.
- Put all garbage in the receptacles in the cafeteria area.
- Do not throw food or objects.
- Students are not allowed to leave campus for lunch.
- Commercial delivery of food and/or drink is prohibited.

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal Child Nutrition guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines contact the campus principal. [See policies at CO and FFA.]

Snack Smart, Snack Healthy

The healthy, hunger-free kids act required the USDA to establish nutrition standards for all foods and beverages sold to students outside of the National School Lunch Program and School Breakfast Program meals on the school campus during the school day. These science-based nutrition standards promote a healthy school environment and apply to all foods sold, such as:

- A la carte cafeteria sales
- School stores
- Snack bars
- Vending machines
- Fundraisers

Competitive Foods and Fundraisers

Schools will be allowed to have unlimited fundraisers that adhere to the federal Competitive Rule (i.e., Smart Snacks) requirements. Food items that do not meet the Competitive Rule requirements must be sold outside of the school day. The following are additional examples of allowable fundraisers that may occur during the school day:

- Any non-food items
- Any food items not meant for consumption on the school campus during the school day (e.g., cookie dough to be prepared at home)
- Any food item sold at the end of the day. Per the Texas Department of Agriculture (TDA) the school day is from midnight to 30 minutes after the last bell.
- Food items sold in concession stands after the end of the school day.

- Schools are allowed to have 6 fundraisers that are exempt from the Smart Snack Guidelines. These 6 dates must be on the master calendar and turned in to the Child Nutrition Office at the beginning of each school year for approval.

Special Dietary Accommodations

The Texas Department of Agriculture has set forth the following guidelines for accommodating children with special dietary needs. The district must maintain an updated Physician's request form on file while providing these special dietary accommodations. To ensure that students receive the food they need to fulfill their recommended diet, please ask their Physician to complete the Physician's Request for Dietary Accommodations form with the information below.

A Physician's Request for Dietary Accommodations Form must:

- Be signed by a licensed physician.
- Identify the child's disability.
- Include an explanation of why the disability restricts the child's diet.
- Identify the major life activity affected by the disability.
- List the food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

All requests must be on the Lamar CISD Physician's Request for Dietary Accommodations form located on the Lamar CISD Child Nutrition website. NOTE: Lamar CISD Child Nutrition may make substitutions at our discretion on a case-by-case basis for students who do not have a disability but who are medically certified as having a special medical or dietary need. This provision covers those students who have food intolerances or allergies but do not have life-threatening reactions (anaphylactic reactions) when exposed to the food(s) to which they have problems. This documentation must first be given to the school Nurse who will then send it to the Child Nutrition office. Dietary accommodation will be arranged once Child Nutrition receives and processes the request. During high-volume times of the year, it may take up to 2 weeks for accommodations to begin. NOTE: Dietary accommodations that require the purchase of specific items may not be available immediately. It may take up to 4 weeks to receive the first delivery of special orders.

Religious Accommodations and Alerts

Lamar CISD can only provide dietary accommodations to students with a valid medical condition and not religious/ preference requests. The Child Nutrition Department can only add an alert to a student's account pertaining to dietary accommodations after we have received a valid medical condition request per the Physician's Request Form for Dietary Accommodations. All other alerts will need to be made by the parent(s)/ guardian(s) through School Café.

Birthday Treats

Birthday treats are recommended to be served after the lunch period ends so that treats do not spoil students' appetites for a nutritious meal. The treats will be shared at a time designated by the campus principal. The birthday treat exception does not constitute a birthday party; therefore, other items (party favors, treat bags, balloons, and flowers) cannot be brought to school. Ordering commercial delivery of food and/or drink is also prohibited.

Because of the time constraints, the treat is limited to one item per classmate, and it must be a store purchased single-serve items (i.e., cupcake, cookie, etc.) so that it can be served, eaten, and cleaned up within a reasonable time.

Although we cannot prohibit a parent/grandparent from providing food/treats for his/her child's birthday, parents and grandparents may be held personally liable for an adverse reaction a student may have because of food brought in by parents or grandparents. The district discourages food being brought in by parents/grandparents for the following reasons:

- Protect instructional time.
- Student food allergies (peanut, gluten, eggs, etc.)
- Student medical conditions
- Liability assumed by person bringing in food

Celebrations/Parties

School parties, designated by the principal, may be scheduled twice a year. No other parties, including birthday parties, will be observed at school. Gifts, balloons, treat bags, and flowers are prohibited at school. Ordering commercial delivery of food and/or drink is also prohibited. Invitations to individual parties may not be distributed at school.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at <http://www.lcisid.org/students-parents/bullying-child-safety>. 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/or 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 <https://www.dfps.texas.gov/>

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <https://kidshealth.org/>
- <https://www.cactx.org/>

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

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in these particular areas. To review policies or obtain further information, see the principal.

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested. If the outcome of the conference with the principal is not satisfactory, a conference with the Assistant Superintendent of Elementary Education or Superintendent (or designee) can be requested. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board Policy. (Policy FNG-LOCAL). This policy shall not apply to:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion. [See FFH]
2. Complaints concerning dating violence. [See FFH]
3. Complaints concerning retaliation related to discrimination and harassment. [See FFH]
4. Complaints concerning bullying or retaliation related to bullying. [See FFI]
5. Complaints concerning loss of credit on the basis of attendance. [See FEC]
6. Complaints concerning removal to a disciplinary alternative education program. [See FOC and the Student Code of Conduct]
7. Complaints concerning expulsion. [See FOD and the Student Code of Conduct]
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program. [See EHBB]

9. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504. [See FB and the procedural safeguards handbook]
10. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act. [See EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.]
11. Complaints concerning instructional materials. [See EFA]
12. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]
13. Complaints concerning intra-district transfers or campus assignments. [See FDB]
14. Complaints concerning admission, placement, or services provided for a homeless student [See FDC]
15. If the complaint concerns sexual harassment, please refer to Board Policy FNCJ (Local).

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 in district vehicles. 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. See Student Code of Conduct section in this handbook.

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.
- 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, using profane language, trying to entice a student away from or prevent a student from attending a required class or activity, entering a classroom without authorization, and disrupting the activity 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. Students leaving before the official end of the event will not be readmitted.

COUNSELING

A certified counselor is assigned to every elementary school to coordinate the educational, personal, social, and emotional development of all students. The school counselor works with children individually and in groups to assist with a wide range of academic and personal concerns to promote the effectiveness of student education and success. The counselor conducts activities in the classroom by providing comprehensive services encompassing the areas as outlined by the Texas Education Agency: Guidance, Responsive Services, Individual Planning and System Support.

Guidance Curriculum

The school counselor will execute the District Comprehensive Guidance program as outlined by the Six Pillars of Character. Guidance will be provided at least one (1) lesson per Pillar for every student in the classroom setting as outlined by the yearly Support Services calendar.

Responsive Services

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should either make an appointment or ask the teacher for permission to visit the counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. If the campus educational platform is solely virtual and one-on-one counseling is requested, a parent or guardian will need to complete a counseling Informed Consent form. This form can be accessed from the campus counselor.

Individual Planning

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about educational opportunities for their child.

System Support

School counselors will use sources of appraisal information to assist in planning for and with students. Counselors will collaborate with school and district staff to select and design appraisal programs and instruments to help students identify abilities, aptitudes, achievements, and interests.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that students learn best, and their welfare is best served, in a school environment that is free from discrimination, harassment, and retaliation. Students are expected to treat other students and district employees with courtesy and respect, avoid offensive behaviors and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly address 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 on the district's web site. [See policy FFH for more information]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, 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 past or 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 based on 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.

Sexual Harassment and Gender-Based Harassment

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe 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 physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not 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 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 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 discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the 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 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

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. 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.

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).

Nondiscrimination Statement

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Tiffany Mathis, Executive Director of Special Education at 832-223-0468 or TMathis@LCISD.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *Elizabeth Franklin, Dyslexia/Section 504 Coordinator, 3801 Avenue N, Rosenberg, TX 77471, 832-223-0485* or EFranklin@LCISD.org.
- For all other concerns regarding discrimination, see the superintendent: Roosevelt Nivens, 3911 Avenue I, Rosenberg, TX 77471, 832-223-0110 or Superintendent@LCISD.org.

[See policies FB, FFH, and GKD for more information.]

DISRUPTION OF INSTRUCTIONAL TIME

To avoid disruption of classes, messages will be delivered to students only in extreme emergencies. Delivery of flowers, balloons, and other such items to students are prohibited at school. Ordering commercial delivery of food and/or drink is also prohibited.

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television. [See EHDE-LOCAL for additional details]

The distance learning opportunities that the district makes available to district students are Texas Tech K-12, University of Texas K-12, and the Texas Virtual School Network (TxVSN). Students taking courses through these institutions may be required to pay tuition and enrollment fees. Course expectations and procedures are determined by each provider.

If a student wishes to enroll in distance learning opportunities, the student must receive approval from his/her school Counselor prior to enrolling. Virtual coursework is included on a student's high school transcript, and each course counts toward the grade point average. Grades earned in distance learning can impact student eligibility for programs subject to UIL/NCAA and other extracurricular standards.

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.

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

Non-School Materials

From Students

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days of the time the material was received.

The principal may designate a location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

A student may appeal a principal's decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's 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 non-school 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 Community Relations office for prior review. They 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, FNG, or GF.]

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 non-curriculum 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 non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

| ITEM | ACCEPTABLE DRESS | SPECIAL COMMENTS AND INTERPRETATIONS |
|----------------------------|--|--|
| Shirts, Blouses | <p>Shirts/blouses may be:</p> <ul style="list-style-type: none"> • Any collared shirt/blouse • T-shirts and other pull-over tops • Sweatshirts • School designs/logos, brand names and/or other appropriate words are acceptable <p>Shirts and blouses must be buttoned in accordance with design and appropriateness.</p> | <p>Students are prohibited from wearing shirts/blouses that:</p> <ul style="list-style-type: none"> • Are oversized or immodestly undersized. • Are made of see-through/sheer material unless worn over acceptable shirt/or blouse. • Depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, death, violence, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations. <p>Undershirts, tank tops, spaghetti straps, blouses or clothing that exposes cleavage or the midriff when the arms are raised may not be worn.</p> |

| | | |
|--|---|--|
| Pants, Slacks | <p>Acceptable pants/slack are worn at the waist, belted, if appropriate, and not “baggy”.</p> | <p>Pants/slacks may not be:</p> <ul style="list-style-type: none"> • Made of inappropriate form-fitting materials. • Made of see-through/sheer material. • Baggy, sagging, or oversized. • No pajamas <p>No holes or tears above mid-thigh that expose skin are acceptable unless worn over leggings or tights. Leggings worn as pants must be accompanied by a shirt/dress/skirt/shorts covering to mid-thigh length.</p> |
| Shorts | <p>Acceptable shorts are no shorter than mid-thigh for all grades.</p> | <p>Shorts may not be:</p> <ul style="list-style-type: none"> • Made of inappropriate form-fitting materials. • Baggy, sagging, or oversized. • Boxers or pajamas. • Made of see-through/sheer material. <p>No holes or tears above mid-thigh are acceptable unless worn over leggings or tights.</p> |
| Dresses, Skorts, Skirts | <p>Dresses/skorts/skirts are:</p> <ul style="list-style-type: none"> • Worn at the waist (skirts/skorts). • No shorter than mid-thigh for all grades. <p>Dress tops must meet the guidelines required for blouses and shirts.</p> | <p>Dresses/skorts/skirts may not be of revealing or form-fitting materials.</p> <p>Slits in skirts or dresses must not be higher than mid-thigh.</p> <p>Dresses/skorts/skirts must be no shorter than mid-thigh regardless of whether leggings are worn.</p> |
| Shoes | <p>Shoes must be:</p> <ul style="list-style-type: none"> • Worn at all times. • Chosen for safety and health reasons and for quietness. <p>Athletic shoes with a rubber sole, closed toes, and full support around the heel should be worn for PE and recess.</p> | <p>Shoes over 1 inch high, “slides”, and flip-flops are not recommended for safety reasons.</p> <p>House shoes and shoes with wheels are not acceptable.</p> |

| | | |
|--------------------|---|--|
| Accessories | Earrings, hair jewelry, watches, bracelets, rings, and necklaces that are not a safety hazard or create a material/substantial disruption may be worn. | <p>Jewelry that is considered gang-related is not allowed.</p> <p>Jewelry (including earrings, ear stretchers, grills, body piercing, chains, emblems, etc.) which is considered to be a safety hazard, or a material/substantial disruption is not permitted. Students may not wear nose rings, visible body, or facial piercings.</p> |
| General | <p>School-approved uniforms for physical education, athletics, pep rallies, etc., may be worn only during the class or activity for which they are approved.</p> <p>For unique special events the campus administration may establish event-specific dress code requirements.</p> | <p>Hats, caps, sport headbands, bandanas, headcovers, or scarves shall not be worn indoors except in the interest of religious practices, safety, cleanliness, or with the permission of the principal.</p> <p>No article or apparel shall be worn that will in any way damage school property, create a safety hazard, or create a material or substantial disruption to the school environment.</p> <p>Tattoos, accessories, jewelry, and clothing that contain vulgar or inappropriate pictures, vulgar or inappropriate words or drawings, or gang-related markings are not permitted.</p> |

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Any article of clothing or grooming that the principal or designee determines inappropriate, a safety concern, or can reasonably be expected to cause disruption or interference with normal school operations is prohibited.

Student Identification Requirements:

All students must always have their student ID visible. At the beginning of each school year, students shall receive a new student ID badge for no charge. Should a student need to replace their student ID a \$5.00 fee shall be charged.

DYSLEXIA

Children identified as Dyslexic according to the TEA Dyslexia Handbook Guidelines are eligible to receive intervention services and accommodations in the classroom and on state mandated testing (as allowed by TEA) through the Special Education or Section 504 programs. If a student is experiencing difficulty in reading, the campus Student Support Team (SST) should convene to discuss possible interventions or referral for a dyslexia evaluation. This evaluation is handled through the Special Education process. At any time, a parent may request an evaluation for dyslexia, and the campus should convene an SST to discuss the parent's concerns and determine if a referral for an evaluation is warranted.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Lamar Consolidated Independent School District is dedicated to giving all students the opportunity to participate in a highly competitive and comprehensive extracurricular program by employing dedicated professionals and providing appropriate funding through fairly administered and conducted activities. We believe that extracurricular activities are a microcosm of society and that through participation in our programs, students will inherently learn life skills enabling them to be productive members of society, capable of managing time, striving to set and obtain goals, and developing an enhanced self-discipline. Three main themes are apparent in all successful extracurricular programs: integrity, character, and honesty. The extracurricular program at Lamar CISD is a privilege and as such, the student is held to a much higher standard than that of the general school population; therefore, the guidelines and rules that each coach/sponsor/director sets for the team may be stricter than those delineated in the Student Code of Conduct.

Activities may include, but are not limited to, performances, contests, demonstrations, displays, and club activities. Any student may be denied participation by the principal or assistant principal for improper attitude, breaking training rules, or conduct unbecoming a representative of the school. [FO LOCAL]

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.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.

- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books, electronic instructional materials, instructional materials, and school owned equipment.

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver. [Policy FP Local]

FIELD TRIPS

Lamar CISD wants every student to enjoy safe and engaging experiences while on field trips. Due to safety and liability concerns, siblings are not able to attend field trips in Lamar CISD. This procedure has been established to ensure a safe and positive trip for our students. We ask all parents, chaperones, and volunteers to please follow this rule.

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal and Superintendent or designee at least 10 days before the event. All fund-raising using outside vendors shall be conducted through vendors who are listed on the District Approved Fund-Raising Vendor List. This list is maintained and distributed by the district purchasing office. Door-to-door sales are forbidden by board policy. Students who choose to participate in a school fund-raiser assume the responsibility of either returning undamaged products or making full payment for the purchased products. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

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

HEALTH-RELATED MATTERS

Clinics

All Lamar CISD campuses have a health clinic on campus that is staffed with either a Registered Nurse or a Licensed Vocational Nurse, whose responsibilities include:

- assessment of the nature and level of illness and/or injury to students;
- provisions of appropriate health care to ill and/or injured students;
- referral of students for appropriate medical, dental, or other health care as deemed necessary for the student's well-being;
- prevention of the spread of communicable diseases by excluding students known to have or suspected to have communicable diseases (Policy FFAD) and enforcing the immunization laws of the Texas Department of State Health Services. (Policy FFAB);
- administration of medication and/or special medical procedures needed by students during the school day;
- maintenance of individual health records on all students including immunization records as mandated by state law and Local board policy;
- provision of hearing, vision, Type II Diabetes Risk (Acanthosis Nigricans) and scoliosis screening for all students as mandated by state law and LCISD board policy (Policies FFAA, FFAA-Local);
- provision of health education and counseling as needed by students to promote healthy lifestyles and choices;
- serving as a liaison and health advocate to help enhance communication and understanding between students, parents, administrators, teachers, support staff, and the medical community.

Immunizations

All students must be fully immunized against all diseases mandated by, and in accordance with, the Texas Department of State Health Services and county health departments. In order to complete the enrollment process, students must have all required immunizations and proof must be presented in the form of personal immunization records from a licensed physician or public health clinic, with a signature or rubber stamp validation. In addition, students must present valid proof of booster doses as they become due in order to be in compliance with Texas' state immunization laws. Failure to do so in a timely manner will result in the student's exclusion from school until proof of the booster is presented. (Policy FFAB) Parents may obtain information on age-appropriate immunization schedules from the School Nurse, private physicians, the Fort Bend County Health Department, the Access Health Center, or on the LCISD website.

Students who have not completed the entire series of immunizations as required by law may be permitted to enroll in school on a provisional basis only if: they present validated proof that at least one in each of the required series of vaccinations has been given, and with the understanding that the student must be given each subsequent dose in accordance with the schedule set by the Texas Department of State Health Services. Failure to do so will result in the student being excluded from school until the immunizations are updated.

All immunization records must be legible and/or transcribed in English before the student can be enrolled.

Exemption From Immunizations

Terms of conditions for exemption from immunization requirements TITLE 25, PART 1, CHAPTER 97, SUBCHAPTER B, RULE 97.62 of the Texas Administrative Code (TAC) describes the conditions under which individuals can seek exemption from Texas immunization requirements.

Medical Contraindications - Students can be exempted from one or all vaccine requirements if a medical condition exists that would make it harmful for them to be vaccinated as required. An affidavit or certificate signed by a physician who is registered and licensed to practice medicine within the United States must be presented. The affidavit/certificate must state that, in the physician's opinion, the immunization required would be injurious to the health and well-being of the applicant or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid only one year from the date signed by the physician and must be renewed every year for the exemption to remain in effect.

Service in the Armed Forces - Persons who are on active duty with the U.S. armed forces are exempted from Texas vaccine requirements. Students who are military dependents are allowed up to 30 days for the transfer of his/her immunization records.

Conscientious Objection – Exemptions from Texas' immunization requirements may be granted by school officials for reason of conscience, including religious conflicts. To request this exemption, the parent or guardian must submit an official Texas Department of State Health Services affidavit requesting the exemption.

Guidelines For Requesting An Exemption For Reasons Of Conscience Or Religious Conflict

- Only official forms developed and issued by the Texas Department of State Health Services Immunization Division will be accepted. No other forms or reproductions will be allowed.
- All requests for an official Texas Department of State Health Services form must be submitted to the Texas Department of State Health Services, Immunization Division. Contact 1-800-252- 9152 or co-request.dshs.texas.gov for more information.
- The official Texas Department of State Health Services form must be notarized and submitted to school officials within 90 days from the date it is notarized. The affidavit will be valid for a two-year period from the date of notarization unless otherwise noted.
- A separate form is required for each child.

Medication

All medications should be given at home; however, if a student has a health condition that requires medication to be given at school, the following guidelines will be strictly adhered to:

1. All medications must be furnished by the parent/guardian and given to the School Nurse immediately upon arrival at school and kept in the clinic at all times.

2. All medication must be sent in the original container and must be properly labeled with the student's name, in addition to all information on the medication's manufacturer's label. Prescription medication must be in the original container with the original pharmacy label intact.
3. All medication must be accompanied by a written request signed by the parent/guardian identifying the student, the medicine, the amount, time(s) it is to be given, and the length of time the student will be taking the medication. All daily medications should be given at home. Medications to be given 3 times a day or every 8 hours are given at home. Please follow a schedule before breakfast, after school and before bedtime.
4. A written order signed by a doctor, specifying the student's name, the name of the medication, the dosage, and the time(s) it is to be given must accompany any medication that:
 - is to be kept or given at school for more than 6 weeks, (FFAC Local)
 - is to be kept on the student's person(i.e., asthma inhalers, diabetic supplies, EpiPen's etc.) during the school day. The doctor's order must specify that the student is to keep the medication with him/her while he/she is at school.
5. Doctor's orders and parent authorizations for routine medications must be updated at the beginning of each school year, even if the medication and dosage remain the same as the previous year. Parent authorization and physician order forms for medication that is to be given at school are available in the School Nurse's office of each campus or on the campus website.
6. Medications must be approved by the Federal Food and Drug Administration and manufactured in the United States.
 - Prescription medications must be prescribed by a healthcare practitioner with legal authority to write a prescription in the state of Texas.
 - Each student, for whom medication is kept at school, shall be photographed for the sole purpose of identification.
 - Unused medication that is considered to be a controlled substance will not be sent home with students. The parent, or parent's designee, must retrieve the medication from school.
7. In accordance with the Texas Nurse Practice Act, Rule 217.11, the campus nurse has the responsibility and authority to clarify any medication order with appropriate licensed practitioner and/or refuse to administer medication that, in the nurse's judgment, is not in the best interest of the student.
8. Natural and/or homeopathic-like products, not FDA approved, will not be dispensed in the school setting by school district personnel unless a written request signed and dated by the prescribing physician has been obtained.
9. It is District procedure to return or destroy any unused medication a student has been taking at school once it has been discontinued or at the end of the school year. Authorization is given by

the parent/guardian to transport medication home. It is preferred that a parent/guardian retrieve the unused portion or request that it be destroyed. No controlled substances can be sent home with a student. However, if the parent/guardian is unable to retrieve the medication, an adult representative may be designated to pick up the unused portion.

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 policies at FFAC.]

Special Procedures

When students have special procedures (i.e. nebulizer treatments, catheterizations, suctioning, tube feedings, tracheostomy care, etc.) that must be done during the school day, a doctor's order and parent permit must be presented to the Nurse before treatment can be started. Parents are responsible for providing all equipment and supplies for these procedures.

Medical Excuses

Any student who has been absent from school due to major illness, injury, surgery, hospitalization, or childbirth should present a physician's statement upon return to school that specifies the reason for the absence, any necessary restrictions or concerns, and when the student is released to return to school. If a student needs to be excused from participation in physical education activities for medical reasons, a written excuse from the parent must be provided if the student is to be excused for less than 2 days. If a student is to be excused from physical education activities for more than 2 days, a written excuse from the doctor is required.

Student Illness, Injuries, Or Medical Situations

Students who become ill, injured, or have an emergency during the school day should alert their teacher and obtain a pass to see the School Nurse. The School Nurse will assess the student's level of illness or injury, administer the appropriate care and/or first aid, and determine if the student should remain in school for the remainder of the day. If the School Nurse determines that the student cannot finish the day because the illness or injury will impede the student's school performance, needs prompt medical attention, or is possibly a communicable disease, he/she will notify the parent/guardian of the student's condition and request that the student be picked up from school. No student may leave school until he/she has been released by the School Nurse or Principal. Failure to do this may result in the student being considered truant. (Policy FNC-Local).

It is the responsibility of the parent/guardian to provide school personnel with current home, work, and emergency phone numbers so that they can be reached if their student becomes ill or injured during the

school day. (FFAC Local). An emergency information form is now provided to parents and or guardians online and is required to be completed and updated each new school year.

If a parent is unable to electronically update information on Skyward, a note should be sent to the attendance clerk so the change can be made to the school records used by the nurse.

In addition, it is the responsibility of the parent/guardian to provide transportation promptly for students who need to be picked up from school due to illness or injury and to seek medical care if the student's condition warrants.

Food Allergy

Lamar CISD has developed a district Food Allergy Management Plan for life threatening food allergies (FFAF).

The district requests to be notified when a student has been diagnosed with a severe food allergy, especially those allergies that could either result in dangerous or possibly life-threatening reactions by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction.

Students with life threatening food allergies or disabilities requiring diet modifications may have an alert posted on the cafeteria computer system. In order for the alert to be activated, Lamar CISD requires that students with severe food allergies complete a physician's request for dietary accommodation form and a food allergy action plan detailing the student's life-threatening allergy, the food or foods to be omitted, and the food choices that can be substituted.

Please contact the School Nurse on your child's campus regarding any known food allergy or as soon as possible after the diagnosis of a food allergy and to obtain this form. The form may also be found at <https://www.lcisd.org/departments/support-services/food-service/dietary-accommodation-information>. The Dietary Accommodation form must be signed by a physician or recognized medical authority. The completed form should then be returned to the school nurse to be shared with the nutrition department. The district encourages parents and students to be respectful of allergies students have when bringing lunches and/or other snacks to school. In addition, food allergy plans may require limitations where permitted by law.

Illnesses And Injuries

In the event of a severe or life-threatening illness, injury, or emergency situation, and the School Nurse determines that the student needs immediate medical attention, the nurse will administer the appropriate nursing care and/or first aid and notify emergency personnel so that the student can be properly assessed, treated, and transported to the appropriate medical facility. (FFAC Local) In the event of such an emergency, the parent/guardian will be notified as soon as possible. If the student is transported to a hospital or emergency facility, school personnel will remain with the student until the parent/guardian arrives. The school district is not responsible for any costs of medical care, emergency care, or transportation. (Policy FFAD Local)

LCISD encourages all students to attend school every day unless prevented by severe injury, illness, or hospitalization. For the protection and well-being of all students, parents should keep students' home if

they have a temperature elevation (>100.0F), are severely ill, or are known to have (or suspected to have) a contagious health condition.

Students must be fever-free for 24 hours without fever-reducing medicine before returning to school. If a child vomits two or more times within 24 hours, they will need to stay home for at least 24 hours to ensure they are not contagious. Students with any diarrhea illness must be excluded from school until they are diarrhea free for 24 hours without the use of diarrhea suppressing medication.

The district is also required to report certain contagious (communicable) diseases or illness to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The School Nurse can provide information for TDSHS on these notifiable conditions. Please contact the School Nurse if you have questions or if you are concerned about whether or not your child should stay home.

Lice

It is important for parents to monitor their children for the presence of head lice and report any live lice or nits to the School Nurse. 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, and/or sports when children share things like brushes, combs, hats, and headphones. The district does not require or recommend that students be removed from school because of lice or nits.

Children should be screened regularly at home to monitor and identify any new cases. Parent awareness promotes prevention and therefore, early recognition and treatment will help minimize the spread of lice. If a student is found to have live lice during the school day, the School Nurse will contact the student's parent/guardian and discuss a plan of treatment.

The Centers for Disease Prevention and Control (CDC) recommends treatment with an FDA-approved medicated shampoo or cream rinse. Once the student has received treatment, the parent should contact the School Nurse. The nurse may also then offer additional recommendations, including subsequent treatments and information to best eliminate lice and prevent their return.

An official lice notification letter will be sent home informing parents/guardians if there is an occurrence of lice in the elementary classrooms only.

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 most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over 80 serogroups that can cause illness, and *Neisseria meningitidis*, with five serogroups that most commonly cause meningitis.

What Are the Symptoms?

Someone with bacterial 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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How Serious Is Bacterial Meningitis?

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal, or a person may be left with 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 simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

The bacteria do not cause meningitis in most people. Instead, most people become carriers of the bacteria 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?

Vaccination Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine which protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine which protects against four serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B and is referred to as MenB.

The ACIP recommends MCV4 for children at age 11-12 years, with a booster dose at 16-18 years. In Texas, one dose of MCV4 given at or after age 11 years is required for children in 7th-12th grades. One dose of MCV4 received in the previous five years is required in Texas for those under the age of 22 years and enrolling in college. Teens and young adults (16-23 years of age) may be vaccinated with MenB. This vaccine is not required for school or college enrollment in Texas.

Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two days. Immunity develops about 1-2 weeks after the vaccines are given and lasts for five years to life depending on vaccine.

Healthy Habits

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining healthy habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

Who Is at Risk For Bacterial Meningitis?

Certain groups are at increased risk for bacterial meningitis caused by *Neisseria meningitidis*. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness.

Children ages 11-15 years have the second highest rate of death from bacterial meningitis caused by *Neisseria meningitidis*. Also, children ages 16-23 years have the second highest rates of disease caused by *Neisseria meningitidis*.

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

Seek prompt medical attention.

For 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 infectious diseases. You may also call your family doctor or local health department office to ask about meningococcal vaccine.

Additional Resources

- Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html>
- Texas Department of State Health Services (DSHS): Immunization Unit: <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx>
- Infectious Disease Control: <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx>

Physical Activity

The District ensures compliance with laws regarding physical activities. See Policy FFA (LOCAL). Parents may request the results of their child's physical fitness assessment. The request must be in writing to their child's campus principal.

Physical Activity For Students

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

School Health Advisory Council

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.

During the preceding school year, the district’s School Health Advisory Council held four meetings. Additional information regarding the district’s School Health Advisory Council is available from the Athletic Director. [See also policies at BDF (LEGAL), EHAA.]

Physical Fitness Assessments

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

Health Screenings

The Texas Health and Safety Code mandate health screenings for vision, hearing, spinal curvature, and Type II Diabetes. These screenings will be conducted per the Texas Department of State Health Services guidelines.

The requirements for vision and hearing screening apply each year for children enrolled in any licensed childcare center, childcare home or school program at the ages or grades listed below:

| WHO MUST BE SCREENED | WHEN SCREENINGS MUST BE DONE |
|--|---|
| <ul style="list-style-type: none"> • 4 years old by September 1 • Kindergarteners • Any other first-time entrants (4 years through 12th grade) | Within 120 days of admission |
| 1 st , 3 rd , 5 th , and 7 th graders | Anytime within the school year (preferably within first semester) |

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer reviewed standards for spinal screening. The requirements for spinal screening apply each year for all children 135 who attend public and private schools, to detect abnormal spinal curvature in accordance with the following schedule:

| WHO MUST BE SCREENED | WHEN SCREENINGS MUST BE DONE |
|--------------------------|--|
| Girls screened two times | Age 10 (or fall semester of 5 th grade) Age 12 (or fall semester of 7 th grade) |
| Boys screened one time | Age 13 or 14 (or fall semester of 8 th grade) |

Students are required to undergo a risk assessment of Type 2 diabetes at the same time the District screens students for hearing and vision issues or for abnormal spinal curvatures.

School based screenings help identify those children with problems that may hinder their academic performance. If a problem is detected by the campus nurse, the parent/guardian will be notified and referred to their physician for further evaluation.

For more information about these screenings and the procedures involved, please contact the School Nurse.

Change Of Clothes

If a student soils his/her clothing during the school day to the extent that a change of an item or outfit is needed, parents are strongly encouraged to provide a change of clothes for their child which can be kept in the student's backpack. Having his/her own clothes to change into is more comforting to the child. At times, the clinic may have suitable clothing to loan the student; however, the clinic is not responsible for providing clothing. If clothing is not available, parents may be contacted to bring clothes to school immediately. The purpose of this recommendation is to reduce the missed instructional time when they are out of the classroom waiting in the clinic for clothes.

Other Health-Related Matters

Tobacco And E-Cigarettes Prohibited

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

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

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroids. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building muscle enhancement, or the increase of muscle bulk or strength using an anabolic steroid or human growth hormone by a healthy student, is not valid medical use and is a criminal offense.

Asbestos Management Plan

The district's Asbestos Management Plan is designed to be in compliance with state and federal regulations. If you have any questions, please contact the Director of Operations at 832-223-0278.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests,

including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the Director of Operations at 832-223-0278.

Insect Repellent And Lotion Use During School Hours

Concerned parents are strongly encouraged to use a repellent and/or lotion on their child before they leave for school, especially younger children who may have difficulty applying the repellent safely. No repellent lotions will be provided by or applied by school personnel during the school day unless proper medical documentation is provided.

Parents who are concerned about mosquito exposure during the school day may send a lotion, wipe-on, or wristband type of repellent for use by their child. (Sprays pose the risk of accidental exposure and will not be allowed.) Parental written permission must also be provided to use this. Parents should instruct their child in the proper use and application of an acceptable repellent and/or lotion, since it will be retained in the child's possession (backpack, etc.) for use when going outside for activities or practices.

Students with physical limitations that make it impossible to self-apply a repellent will also need to bring a parent note giving written permission for assistance with the repellent or lotion.

Efforts will be on-going through Maintenance and Operations to prevent standing water and tall grass in play and practice areas. Please contact your child's campus nurse if you have any questions.

HOMELESS STUDENTS

McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and education stability for homeless children and youth. The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. For more information on enrollment, services, and school of origin options for homeless students, please view the following website <https://www.lcisd.org/departments/academics/state-federal-programs/homeless-act> or contact the district's homeless education liaison at 832-223-0430.

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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policies FL(LLEGAL) and GRA(LLEGAL).]

PARENTAL INVOLVEMENT

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 your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, once your child begins to enroll in courses that earn high school credit.
- Monitoring your child’s academic progress and contacting teachers as needed. [Refer to the section entitled “**Academic Programs**”.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please contact the campus 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. At the end of the first nine weeks, a parent/teacher conference may be requested for students in Pre-Kindergarten through Grade 5 to review the students’ progress and performance at school. [Refer to the Grading and Reporting section entitled “**Reporting Progress to Students and Parents**”.]
- Becoming a Volunteer in Public Schools (VIPS) For more information contact the Lamar CISD Partners in Education Coordinator at 832-223-0383
- 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 your campus.]
- Serving on district Advisory Councils. For more information on council openings visit www.lcisd.org/community/advisory-committees
- Participating in Affiliated Parent Organizations (PTO, PTA, Booster Clubs, Friends of organizations, etc.)

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]
- The communication folder or similar system that is sent home provides regularly scheduled communication to parents on the progress of their students. Parents are asked to remove the papers, look at them with the student, and return it the next day. Accurate communication can reduce surprises when grades are sent home. Parents may also be asked to reinforce concepts presented in the classroom.
- Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences may be held in person, virtually, or over the telephone. These conferences should be positive, constructive, and informative. The objective of the meeting should always be to clearly articulate the goals of the school and the level of performance the student has attained. Recommendations should be solicited from parents as well as offered by school personnel.
- At the end of the first nine weeks, a parent/teacher conference may be requested for students in pre-kindergarten through grade five to review progress and performance at school. Additional conferences may be warranted as noted for the following reasons.
- Parents, administrators, and teachers may make a request for a conference. Frequent communication between the home and the school helps to meet the needs of the students accurately.
- It is recommended that additional conferences be held with the parents of students who have committed one or more major behavior infractions. The school can determine if a conference is necessary to communicate unacceptable behavior patterns.

Title I Campus Contact

The Title I Campus Contact is the assigned staff member at each campus who works with parents of students participating in Title I, Part A programs. Title I Campus Contact information can be found on the State and Federal programs website at <https://www.lcisd.org/departments/academics/state-federal-programs>

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow the 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 (LEGAL) 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.

RELEASE OF STUDENTS FROM SCHOOL

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 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 all students, a parent or otherwise authorized adult must come to the office and sign the student out. A child will not be released to anyone who is not listed on the student emergency contact for the current year. Please be prepared to show valid state issued ID. 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.
- If you take your child out of school before dismissal time, you will need to report to the office to sign him/her out. Your child will stay in the classroom until you arrive. If it is necessary for someone other than the parent/guardian to pick up your child, that person must be named on the emergency contact. If not, the parent/guardian must send a signed, dated note with the child. The person picking up your child must show photo identification to the office staff. Accumulated time of early pick-ups is calculated by minutes in lost instruction time. Request to check out your child must be done 30 minutes prior to the dismissal of the school day.
- Change in transportation: Parents must not remove students from a bus line or bus. Any change in transportation arrangements for any student requires a note or phone call to the front office from the parent 30 minutes prior to the dismissal of the school day.

RETURNED CHECKS

LCISD will charge a fee of \$25 for each check that is returned unpaid.

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by district personnel.
- 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

Lamar CISD does not provide insurance coverage for students in case of an accident or injury; however, parents are provided information annually about insurance that may be purchased for their children. Please check the district's website.

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.

Lock-Down

If a situation occurs that threatens the safety of students, a lock-down may be implemented. Procedures for the lock-down have been developed by the district. Students will be in a safe location and will not be available for pickup until the district and appropriate authorities determine the lock-down has ceased. You will be notified via the Lamar CISD website and telephone call out system regarding pickup procedures.

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 because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close or restrict access to the building because of an emergency, the district will alert the community through District social media.

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately. There is no supervision of children by school staff before or after school hours. Students should not be dropped off at the campus prior to the time the building is open.

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

Library

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

- Fines may be assessed for overdue, damaged, or lost library books
- Parent/guardian will be expected to pay library fines
- Failure to pay library fines may result in loss of school privileges

SEARCHES

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Students' 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 cause 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) 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, alcohol, ammunition, weapons, and explosive devices. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Trained dogs may also conduct searches of classrooms, common areas, or student belongings 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

Metal detectors are used at the Discipline Alternative Education Placement campus.

Drug-Testing

[For further information, see policy FNF(LOCAL). Also, see **Steroids** in this section.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, migrant students, Emergent Bilingual students, students with dyslexia, and students with disabilities. The director and/or coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

STUDENT IN FOSTER CARE

When children can't live safely at home and no appropriate non-custodial parent, relative, or close family friend is willing and able to care for them, the court can give temporary legal possession to the Department of Family Protective Services (DFPS). DFPS temporarily places these children in foster care. Foster care settings include:

- Foster family homes
- Foster family group homes
- Residential group care facilities
- Facilities overseen by another state agency

Foster care is meant to be temporary until a permanent living arrangement is found. However, it can become permanent usually when a foster parent adopts or accepts permanent managing conservatorship of a child. A student who is placed in the conservatorship of DFPS has the right to be enrolled immediately in school, without immunization or academic records, and birth certificate. For more information on enrollment, services, and school of origin options for foster care students, please view the following website <https://www.lcisd.org/departments/academics/state-federal-programs/foster-care-information> or contact the district's foster care liaison at 832-223-0430.

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 Web site: <https://www.hhs.texas.gov/services/mental-health-substance-use>

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.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

TARDIES

Students who do not arrive in class on time are tardy and are subject to disciplinary action.

- 7:15 AM to 2:40 PM Elementary (Group A)
- 7:45 AM to 3:10 PM Elementary (Group B)

Late Arrival/Early Departure

Please do not send or bring your children to school before the campus designated time. No supervision is provided before that time unless noted in your campus handbook.

TESTING PROGRAMS

The district uses several standardized and local tests. The results of these tests help address curriculum and instructional needs and areas of concern in individual student's performance. By law, the State of Texas Assessments of Academic Readiness (STAAR) will be given to all students in grades 3-5.

STAAR (State of Texas Assessments of Academic Readiness)

STAAR will be administered to students each spring in grades 3-5. For grades 3-5 the following tests are administered:

- Grade 3: Math and Reading
- Grade 4: Math and Reading
- Grade 5: Math, Reading, and Science

Per HB 4545, each time a student fails a STAAR assessment in the third, fourth, or fifth grade the school shall provide the student accelerated instruction in the applicable subject area during the subsequent summer or school year.

For students that fail the math and/or reading STAAR at the third or fifth grade levels, an Accelerated Learning Committee (ALC) will be established to create an individualized student plan that will help the student be successful at the next grade level.

STAAR Alt 2 (State of Texas Assessments of Academic Readiness Alternate 2)

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Students must meet participation requirement to take this test. If the ARD committee decides a student meets the requirement to participate in the STAAR Alternate 2, the student must take the STAAR Alternate 2 of ALL subjects required for the student's enrolled grade or high school course(s). STAAR Alternate 2 is available for the same grades and subjects assessed in the general STAAR program and is administered individually to each eligible student.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that Emergent Bilinguals make in the learning of the English language. TELPAS is composed of holistically-rated assessments and multiple-choice assessments. The TELPAS holistically-rated assessments are based on student observations and written student work. Holistically-rated assessments are administered for grades K-1 in listening, speaking, writing, and reading. Ratings for TELPAS listening, speaking, reading, and writing for grades 2-12 will be determined through interactive online assessments.

Texas English Language Proficiency Assessment System (TELPAS) Alternate

Beginning with the 2018-2019 school year, the Texas Education Agency implemented the TELPAS Alternate assessment for Emergent Bilinguals with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment. Students are assessed in four domains: listening, speaking, reading, and writing through use of a holistic inventory containing descriptor of behaviors demonstrated by EB's as they gain proficiency in English.

State Required Reading Diagnostic Test

Students in grades K are given a state-required diagnostic test at the beginning, middle, and end of the year.

CogAT

All LCISD students in Kindergarten are given the Cognitive Abilities Test (CogAT) Screener to measure individual non-verbal, verbal, and quantitative reasoning abilities and potential for services such as Gifted and Talented education. Students at other grade levels may be given the CogAT as a part of the Gifted and Talented identification process.

Additional Testing Information

Additionally, LCISD will administer district-wide assessments to measure proficiency on our district curriculum which is based on the state curriculum. Testing dates will be sent home in school newsletters or advance notices. Additionally, the district-testing calendar is also posted on the district's web page. Parents should make sure children are rested and eat a good breakfast on the mornings of test days.

Parents with questions about tests should contact the school office or the Research, Assessment, and Accountability Department at 832-223-0136.

Credit By Exam (Examination For Acceleration-Without Prior Instruction)

Students who have no prior formal instruction in a grade level but demonstrate an exceptional command of the subject area content may accelerate or “place out” of a grade by taking tests to earn Credit by Examination. To apply for Credit by Examination, elementary students must meet the age requirement to attend Kindergarten by being 5 years old or older on or before September 1st. Interested parents and students should contact the school principal for a conference and to complete the application for testing. The schedule for testing is published on the district website. All tests are given on the student's home campus. To be accelerated a grade, Kindergarten students must score 80% or above on a criterion referenced tests of Math and Reading readiness measures that assesses the Texas Essential Knowledge and Skills (TEKS) for kindergarten. Students attempting to accelerate in grades 1-5 must score 80% or above on a criterion referenced tests in Reading/Language Arts, Math, Science, and Social Studies. See Policy EHDC (LOCAL).

Credit By Exam (Examination For Acceleration-With Prior Instruction)

Parents who wish to pursue Credit by Exam for students who failed a grade level must first conference with the principal of their child's school. Students with prior instruction must score a 70 or better on each of the following tests in order to be advanced; science, social studies, math and reading/language arts. The schedule for testing is published on the district website. All tests are given on the student's home campus. See Policy EHDB (LOCAL).

Students entering a District school from non-accredited, private, or parochial schools, including homeschools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. See Policy EHDB (LOCAL). Final grade placement is determined by the principal of the LCISD campus where the student is enrolling.

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

State approved instructional materials are provided to students free of charge for each subject or class. Instructional materials and technological equipment may also be provided to students, depending on the course and course objectives. Students have full responsibility for the instructional materials and technological equipment issued to them. Students should have a secure place to put his or her instructional materials and technological equipment when they are not being used. Fines will be assessed for damage to instructional materials and technological equipment. A student who is issued damaged instructional materials should report the damage to the teacher. Full payment must be made for lost instructional materials and technological equipment.

LAMAR C.I.S.D. INSTRUCTIONAL MATERIALS FINE LIST

| | |
|--|---------------------------|
| Torn Pages | 25% of Book Cost |
| Minor ink or pencil marks | \$1.00 per page |
| Major ink or pencil marks | 50-100% of Book Cost |
| Loose Bindings 50% of Book Cost | 50% of Book Cost |
| Minor Water Damage (no mildew) | 50% of Book Cost |
| Missing Pages | 100% of Book Cost |
| Obscenities – drawn/written | 100% of Book Cost |
| Damages that prevent re-issuance | 100% of Book Cost |
| Missing Bar codes | \$5.00 |
| Abandonment of Book | \$5.00 - \$10.00 per book |
| Technological Equipment will be assessed for repair or replacement cost. | |

If instructional materials and technological equipment are not returned in an acceptable condition or paid for, the district may withhold student privileges which include:

- Campus functions or events
- Instructional materials not issued for take home use
- Field Trips (not related to instruction)

Texas Education Code 31.104(d) states: Each student, or the student’s parent or guardian, is responsible for all instructional materials and technological equipment not returned in an acceptable condition by the student. A student who fails to return all instructional materials and technological equipment in an acceptable condition forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent or guardian. As provided by policy CMD (Legal) of the board of trustees or governing body, a school district or open-enrollment charter school may waive or reduce the payment requirement if the student is from a low-income family. The district or school shall allow the student to use instructional materials and technological equipment at school during each school day. If instructional materials and technological equipment is not returned in an acceptable condition or paid for, the district or school may withhold the student’s records. A district or school may not, under this subsection, prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma. The commissioner by rule shall adopt criteria for determining whether instructional materials and technological equipment are returned in an acceptable condition.

TRANSPORTATION

The district makes school bus transportation available to all students living more than one half mile from their assigned school. This privilege is provided at no cost to students.

Bus routes and stops will be designated based on ridership. Changes shall be posted on the district’s website “Find My Bus” and the Smart Tag Parent Portal website. For the safety of the driver and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops using their required SmartTags.

A parent may also designate a licensed child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated licensed facility or residence must be an approved stop on an approved route and within the school’s attendance boundary. For information on bus routes and stops or to designate an alternate pickup or drop-off location, please see campus for an Alternate Transportation Form.

For all other concerns or questions, please contact the Lamar CISD Transportation Department to speak with the Router for the student’s school campus:

| <u>Transportation Location</u> | <u>Track</u> | <u>Phone</u> |
|---------------------------------|----------------------------------|---------------------|
| <u>Rosenberg Transportation</u> | <u>Maroon, Blue, Red, Silver</u> | <u>832-223-0289</u> |
| <u>Fulshear Transportation</u> | <u>Gold, Purple</u> | <u>832-223-0551</u> |

Bus Stop Conduct

Parents are responsible for supervision of their children at the bus stop area prior to bus arrival, while students are boarding, and after the bus departs from dropping off students. **Parents are NOT permitted to board buses without expressed permission from Transportation. Parents shall not use profanity or threats in discussions with the bus driver at the stop. If you have any concerns, please call Transportation.**

Important Items to Review Regarding A Child’s Transportation

- Parents/guardians should review the bus rules with their children.
- Parents/guardians and children should visit the stop location prior to the first day of school and make sure their children know the safest way to and from the bus stop.
- Students should be prepared to board the bus ten (10) minutes before their scheduled pickup time and make sure the student is standing in the designated area visible to the driver when the bus arrives.
- To ensure the safety of the children, parents/guardians or an authorized person is encouraged to be at the bus stop each day when their child is picked up and dropped off.
- Parents/guardians and children should know their ID number, route number, school name, and stop location. Should the bus be running late please contact the Transportation School Bus Dispatch office at 832-223-0289 (Rosenberg) or 832-223-0551 (Fulshear).
- Pickup and drop-off times may change due to route adjustments or changes to school start/end times. Traffic and/or weather conditions may impact the travel time.
- Children in grades Pre-K/KG (i.e., Pre-Kindergarten and Kindergarten) must be received by an adult, parent, or authorized receiver at the designated bus stop and designated time.
- Parents should be at the stop ten (10) minutes prior to the bus’s arrival.
- Individuals receiving a Pre-K/KG student from a bus will need to be in possession of a picture ID so the driver can verify release authorization via the Smart Tag system. If a driver is unable to verify release authorization the student will be returned to campus.

- Should there be no one at the stop to receive a PK/KG student, the child will be taken back to the school for the parent to pick up. Should this occur more than twice in a semester, the third occurrence may result in the child losing bus riding privileges.

Buses And Other School Vehicles

Students are expected to assist district staff in ensuring that buses and 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 shall follow all bus safety rules:

1. Students shall observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students shall ride their assigned bus.
3. Students shall enter and leave the bus at the designated assigned stop.
4. Students are prohibited from directing profanity, vulgar language, or obscene gestures toward bus drivers or other students on the bus, passengers in cars or pedestrians outside the bus.
5. Students shall sit in their assigned seat to and from school. Bus drivers are authorized to assign or reassign seats as needed.
6. Students shall arrive at the assigned stop a minimum of 10 minutes prior to the scheduled pick-up time and wait in the designated location for the school bus. Students chronically late to the bus stop will be subject to disciplinary action.
7. Students shall load and unload in an orderly manner, board single file and use the handrail at the designated assigned stop.
 - Stand at least ten feet back from the bus stop to avoid accidents.
 - Permit younger students to board first.
 - Enter and exit the bus quietly, without crowding or pushing.
 - Scan their SmartTag on the SmartTag scanner when entering and exiting the bus
 - Do not play at bus stops. Always watch for traffic.
 - Move away from the bus as soon as you exit to avoid falling under the wheels.
 - To cross the roadway: If the driver instructs you to cross without him/her escorting you, move at least 10 feet in front of the bus on the shoulder or curb and wait for the driver to signal you to cross. Students must use caution when crossing the roadway.
8. Students shall be seated before the bus begins to move. Students must remain seated until the bus comes to a complete stop and the driver instructs the students to exit.
9. Students shall keep their head, arms, elbows, and legs inside the window.
10. Never throw objects inside or outside the vehicle or bus.
11. Students shall keep feet, books, instruments cases, and other objects out of the aisle and stairwell.
12. Students shall identify himself/herself and provide his/her correct name or I.D. number to the bus driver. Failure to provide correct information to a bus driver will be subject to disciplinary action.
13. Objects too large to be held in the lap that interfere with the safety of other bus riders will not be transported (i.e., large band instruments).
14. Live animals or dangerous objects of any nature may not be brought on the bus.
15. Use or possession of drugs, alcohol, tobacco in any form, including electronic cigarettes is prohibited in vehicles owned or operated by the District.

16. Damage to the bus by a student must be paid for by the student or students causing the defacing.
17. For the safety of students, eating or drinking is not permitted on buses.
18. Students shall talk in a low tone of voice while on the bus. If noise level interferes with the driver's ability to safely operate the bus, disciplinary action will be taken.
19. Students shall remain calm; listen to the driver's instructions in an emergency.
20. Students are not permitted to ride home with a friend. In case of an emergency please speak with your campus administrator for written approval.
21. Only students enrolled in Lamar CISD are permitted to ride buses to and from school and extracurricular activities.
22. Students shall follow all instructions given by the bus driver or sponsor.
23. Never use the rear emergency door to enter or exit the bus except in an emergency. Tampering with emergency equipment, latches, and handles will result in disciplinary action.
24. Per State Law, students are required to wear seat belts (buckle up) if vehicle is equipped with seat belts. Students must always properly wear their seat belt while on the bus. Students refusing to wear their seat belt will be subject to disciplinary action.

Vehicle Breakdowns And Accidents

At the scene of a bus breakdown, incident or accident, students will not be allowed to leave or be turned over to a parent or guardian without direct permission from the Transportation Administrator at the scene and released by the investigating officer of the accident.

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. However, in accordance with campus procedures and approved by the principal, a coach or sponsor of an extracurricular activity an exception may be made when a parent makes a written request for the student to be released to a parent/guardian or another adult designated by the parent.

Special Education Transportation

Special Education transportation decisions are made by the ARD committee. Please contact your campus administrator for any changes such as address, stop location, daycare facilities or phone contact.

Drivers will not leave a student without supervision unless a parent has signed a release in the ARD stating their student can be released independently. Students must be able to access their home before the driver departs.

Students will be released only to the people listed on the Smart Tag Parent Portal.

Daycare facilities must be within the school attendance or color track zone the child attends.

Students must have one or more Transportation Release Guardians listed within the students Smart Tag Parent Portal. Drivers will only release a student to approved guardians at the stop. Parents must

register this information within their students Smart Tag profile via the Smart Tag Parent Portal. Parents are also responsible for keeping the information current.

Smart Tag

Ensuring the safety and security of the students riding on buses is our highest priority. To facilitate and support this safety initiative the District has implemented the Smart Tag system to promote and ensure a positive school bus riding experience for all Lamar CISD students.

Students are issued Smart Tag ID cards with an electronic chip Smart sensor (please do not modify the ID cards, or place holes in the card). The student's name and picture are printed on the front of the card, and there is no student information stored on the card.

Pre-K/KG students must have one or more Transportation Release Guardians listed within the students Smart Tag Parent Portal. Drivers will only release a Pre-K/KG student to approved guardians at the stop. Parents must register this information within their students Smart Tag profile via the Smart Tag Parent Portal. Parents are also responsible for keeping the information current.

It is mandatory for the student to use the Smart Tag ID Badge for any transportation services. If a student does not have his/her Smart Tag ID badge for five (5) days, the Lamar CISD Transportation Department will contact the school/campus and parent to request that a Smart Tag replacement card be purchased.

Replacement cards can be requested through the campus office. There is a \$5.00 fee to replace Smart Tag cards. Replacement cards include the Smart Tag and clear plastic sleeve. A lanyard, badge reel, or zip tie are not included.

After the parent has received a warning, the student may be subject to disciplinary action which may include the suspension of transportation service.

Discipline Alternative Education Program (DAEP)

See the Student Code of Conduct for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

Disciplinary Action For Bus Safety Violations

Because safety is so important, misbehavior on the bus or at the bus stop can cause a student to lose bus privileges. All disciplinary actions for transportation referrals are issued by Transportation administration. Bus rules are posted in the buses by the Transportation Department. The following behaviors are considered serious and major infractions:

- Destruction of property
- Fighting
- Use of profanity
- Disruptive behavior
- Possession of weapon/prohibited items
- Throwing objects
- Use of tobacco products

- Insubordination
- Use of laser pointer or other flash-oriented devices
- Bullying
- Physical Conflict
- Possession of drugs or drug paraphernalia including vapes/electronic cigarettes
- Spraying deodorant, cologne, pepper spray ... on the bus
- Other items listed under major, mandatory or expellable offences on Discipline Code Chart

Violations are reported to the Transportation Department and parents are informed using the following procedures:

| | |
|---|---|
| First Referral of minor offenses | Warning notice is emailed home/or phone call home to parent. |
| First Referral of serious/major offense | Notice is emailed home/or phone call home to parent (3-day bus suspension) |
| Second Referral of minor offense | Notice is emailed home/or phone call to parent. (1 day bus suspension) |
| Second Referral of serious/major offense | Notice is emailed home/or phone call home to parent (5-day bus suspension) |
| Third Referral of minor offense | Notice is emailed home/or phone call to parent. (3 days bus suspension) |
| Third Referral of serious/major offense | Notice emailed home/or phone call home to parent. (10-days bus suspension) |
| Fourth Referral of minor offense | Notice emailed home/or phone call home to parent. (5-days bus suspension) |
| Forth Referral of serious/major offense | Notice emailed home/or phone call home to parent. (15-days bus suspension) |
| Fifth Referral of minor offense | Notice goes emailed home/or phone call home to parent (15-days bus suspension) |
| Fifth Referral of serious/major offense | Notice emailed home/or phone call home to parent. (Remainder of semester or school year bus suspension) |
| First referral for fighting or any type of assault (physical, indecent, sexual, aggravated ...) | Notice emailed home/or phone call home to parent. (Remainder of semester bus suspension) |
| Second referral for fighting or any type of assault (physical, indecent, sexual, aggravated) | Notice emailed home/or phone call home to parent. (Remainder of school year bus suspension) |

Disciplinary action is at the discretion of the Transportation. A minor and major offense will be defined according to the Lamar CISD Discipline Consistency Chart.

A serious incident, complete disrespect, or directed profane language shall result in disciplinary action based on the circumstances of the incident. **Disciplinary action may take into consideration bus referrals from the previous year.** The incidents that involve a citable offense such as fighting or any other incident that jeopardizes the safety of the bus driver, the students, or the general public and will result in that student being suspended from riding a bus for the remainder of the semester/school year. The student is subject to receive consequences from school such as suspension or placement in the District's DAEP campus.

Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Students should be aware that the bus is an extension of the school. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus driver, or jeopardizes the safety of school bus riders is subject to disciplinary action, including suspension or removal from the bus transportation program. If parents/guardians have questions regarding student conduct on the school bus, contact the Lamar CISD Transportation Department 832-223-0289 (Rosenberg) or 832-223-0551 (Fulshear).

Appropriate student behavior is essential to the safe operation of the school bus.

Additional Safety Procedures

Each elementary school has its own traffic flow pattern. One-way lanes and areas designated for cars and trucks must be observed. Children must get in and out of the vehicle by stepping onto a sidewalk, not a driveway. When you need to go into the school, park your vehicle in a visitor's parking space. Do not leave your car at the curb, in a fire zone, or where it will interfere with a school bus.

TUTORIALS

Tutorials

The purpose of a tutorial session is to provide assistance to students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. These tutorials may be provided in a variety of ways. The teacher may choose to help students before, during, or after school.

VANDALISM

The taxpayers of the community have made a sustained financial commitment to 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. This includes, but is not limited to, the uploading or creating of computer viruses.

The use of any software having the purpose of damaging the District's system or other user's system is prohibited. 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/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used except as required by SB507 & SB1398.

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

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

VISITORS TO THE SCHOOL

Parents and other visitors 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, sign in as a visitor, present a valid State issued ID, and wear a visitor's badge. To better protect our students, visitors and staff, all LCISD campuses screen for registered sex offenders. A valid State issued ID is required to enter all campuses. [See policy GKC (LOCAL) for more information.]

Visits to individual classrooms during instructional time are permitted only with approval of the principal and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Parents must have a student in the classroom that they requested and were approved to observe. The district practice allows for thirty (30) minutes of classroom observation with prior approval of the principal. This practice is to minimize interruption of classroom instruction. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

If you have any questions or concerns, please call the school first to talk with the teacher. If you still need more information, talk with the building administrator (principal or assistant principal). These are the people who are with your child every school day and who have access to your child's records. The teacher or administrator may also refer you to the nurse or the counselor.

You are welcome to have lunch with your child when you visit. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

The use of telecommunication devices are not allowed during classroom visits or when eating lunch with your child.

VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)

Lamar CISD values our Volunteers in Public Schools (VIPS), and we are grateful for the time given to our students and staff in the district. Parents or guardians of students in Lamar CISD interested in volunteering should inquire about available volunteer opportunities by contacting the campus your student attends. You will be advised by the campus staff on the steps necessary to complete the district background check required of all VIPS. Community members interested in volunteering who do not have a student attending a Lamar CISD campus, are asked to visit our website found at www.lcisd.org/community/volunteers. Here you will be able to access our VIPS application. For more information, please contact Melissa Toon (Partners in Education Coordinator) at 832-223-0383.

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.

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 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/or parent, and a copy will be placed in the student's permanent record.

When a family moves to a different attendance zone during the school year, a parent has the option to request a transfer allowing the student to complete the balance of the school semester before having to transfer to the school that serves the new home address. This privilege is contingent upon campus administration approval, the parent providing transportation for the student, the student's regular attendance with prompt arrival and pick-up, and a good disciplinary record.

Parents or guardians of students in homeless situations can keep their children in their schools of origin (to the extent feasible) or enroll them in any public school that students living in the same attendance area are eligible to attend.

SECTION III: TECHNOLOGY RESPONSIBLE USE AGREEMENT

PURPOSE AND SCOPE

Staff and students use technology resources to facilitate learning, the work environment, and promote communications. These guidelines ensure the proper use of Lamar Consolidated Independent School District's (the "District") technology resources (the "System"). All Users have the responsibility to use technology resources in an efficient, effective, ethical, and lawful manner.

The following guidelines, rules, and conditions apply to all users of District technology resources and services, wherever the users are located. Violations of this policy may result in disciplinary action, including possible suspension, and/or legal action.

The District has the right, but not the duty, to monitor any and all aspects of the system, including but not limited to email, internet searches, OneDrive, and Canvas, to ensure compliance with this policy.

The District's network, digital equipment, and accounts given to students and employees are for educational purposes only. Users should not have an expectation of privacy in anything they create, view, send, or receive on District systems. Commercial use of the District's system is strictly prohibited. The digital equipment, software and system belong to the District and may be used for educational purposes only.

Users are governed by the following provisions, which apply to all use of technology resources and services. Technology resources and services include, but are not limited to, the following: host computers, file servers, workstations, stand-alone computers, laptops, tablets, software, telephones, email accounts, data and databases, and internal or external communications networks (Internet, commercial on-line services, and e-mail systems) that are accessed directly or indirectly from the District's computer facilities or while using a District device.

These regulations may be amended or revised periodically as the need arises and are implemented pursuant to District policy (CQ Local).

The term "users" as used in this policy refers to all students, employees, independent contractors, and other persons or entities accessing or using the District's computer and telecommunication resources and services.

SYSTEM ACCESS

The following guidelines will determine access to the District's system:

1. Users will be granted access to the District's system with the approval of the immediate administrator.
2. The District may require that all passwords be changed frequently.

3. Users will be required to maintain password confidentiality by not sharing their password with other users.
4. Teachers may restrict student access to technology resources, as appropriate.
5. Any user identified as a security risk or having a history of violations of District and/or campus technology use guidelines may be denied access to the District's system.

Site Level Coordinator Responsibilities

As the campus-level coordinator for the system, the principal or designee will:

1. Be responsible for disseminating and enforcing District policies and administrative regulations governing use of the District's system at the site level.
2. Ensure that employees supervising students who use the District's system provide appropriate training, emphasizing the responsible use of these resources.
3. Be authorized to monitor or examine all system activities as deemed appropriate to ensure proper use of the system.
4. Ensure that all users of the District's systems complete and sign an agreement to abide by District policies and administrative regulations regarding such use. All such agreements will be maintained on file in the office of the site coordinator.

RESPONSIBLE USE AND DIGITAL CITIZENSHIP GUIDELINES

1. Respect and Protect Myself:

- I will follow district technology procedures and behavior standards.
- I will use appropriate online etiquette and represent myself as an LCISD ambassador.
- I will use only my account(s), protect my password, and be responsible for all activity initiated in my account(s).
- I will not reveal my personal information with any online service or person except as approved by an appropriate district employee.
- I will not access or share inappropriate digital material including personal pictures or text messages, including messages containing inappropriate pictures or images.
- I will use discretion when I post online. Social media venues are very public. I know that what I post leaves a digital footprint for all to see. I will not post anything I wouldn't want friends, parents, teachers, or a future employer to see.
- I will be polite and use appropriate language in all online posts.
- I will take responsibility for my actions when posting or viewing online information and images.
- If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator/supervisor before engaging in that activity.

2. Respect and Protect Others:

- I will not use technologies to bully, tease, degrade, harass, embarrass, or defame others.
- I will not forward inappropriate material.
- I will not reveal personal information of other individual(s) with any online service or person.

- I will not access or share inappropriate digital material including pictures of others or text messages, including messages containing inappropriate pictures or images.
- I will not share photos and videos taken in school with my personal device without the consent of the individuals included in the photo or video.
- I will not record any portion of an active classroom with my personal device without the teacher's consent.
- I will not use any device to capture images in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.
- I will obtain permission of individual(s) before sharing commonly created electronic data. • I will not pose as another user when online nor use another person's account without written permission from the site administrator or District coordinator, as appropriate.
- I will not connect to other computer systems through the District network or make use of those systems unless specifically authorized by the operators of those systems.
- I will not encourage the use of tobacco, alcohol, or controlled substances or otherwise promote any other activity prohibited by District policy or state or federal law.
- I will not access, download, or modify accounts, files, or data belonging to others.

3. Respect and Protect Intellectual Property:

- I will comply with software licenses.
- I will not alter or copy a file belonging to another without first obtaining permission of the owner of the file.
- I will not take photos or videos of any tests or assessments with my personal device without obtaining permission from the teacher or staff member.
- I will follow federal laws, fair use guidelines, and respect copyrights.
- I will learn and use citation correctly.
- I will respect information owned by the LCISD.

4. Respect and Protect District and Personal Property:

- I will take full responsibility for, and responsibly use any technology resources available to me within LCISD.
- I will not use LCISD technology to transmit or store political, commercial or personal advertisements or materials, promotions, destructive programs (self-replicating code) or any other unauthorized personal use.
- I will not display, send or store fraudulent, indecent, profane, obscene, sexually threatening, or unlawful materials on District computers or digital devices.
- I will use network bandwidth, file storage space, and printers reasonably and responsibly.
- I will report a system security problem or abuse of technology to a teacher, school administrator, or supervisor.
- I will not transmit material, information, or software in violation of District policy or Local, state, or federal law.
- I will not waste resources and print unnecessary items.

GENERAL POLICIES

Personal Technology

Lamar CISD believes that appropriate use of students' technology devices enhances our students' education. Students may be asked to bring their own device to school. This includes but is not limited to: cell phones, smart phones, iPods, iPads, electronic tablets, and laptop computers. Students may use devices in class at the teacher's discretion. Students must follow teacher, campus, and district rules and guidelines for use. Students violating the rules and regulations for computer use/electronic devices may receive disciplinary action.

- I understand that if my personal device is damaged or stolen while on the LCISD property, I will not hold the LCISD liable for the replacement or repair of my device.
- I understand that any data and/or SMS/MMS (texting) charges will not be reimbursed by LCISD.
- I will connect my personal device only to the appropriate network, not other (e.g. external/neighborhood, personal hotspot) networks.
- I will turn off all peer-to-peer (music/video/file-sharing) software or web-hosting services on my technology while on District property.
- I understand that the security, care, connectivity, and maintenance of my technology device is my responsibility.

Telecommunication devices that disrupt the education process, are used inappropriately, or when not allowed by a teacher or staff member or used in violation of the Student Code of Conduct may be temporarily confiscated and may result in a discipline referral. The device may be held longer if part of an ongoing investigation.

- Telecommunication devices confiscated by a teacher may be returned to the student at the end of the class period or turned in to the appropriate campus administrator.
- Any telecommunication device turned in to campus administration will be documented and the parent or guardian will be notified. The student may receive a discipline referral and may be assessed a fee. The device may be picked up by the student, parent, or guardian at the end of the instructional day. Please see campus specific guidelines for additional information.
- Any unpaid fee will be added to the "fees and fines list" for the student.
- With the importance of test security on state testing days, any telecommunication device confiscated during a state testing administration may result in a fee.
- Failure to surrender the telecommunication device to the requesting adult will result in an automatic discipline referral.

Use Of Social Networking/Digital Tools

Students may participate in District-approved online learning environments related to instruction, curricular projects, or school activities and use digital tools, such as, but not limited to a learning management system, social media, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. The uses of these digital tools are considered an extension of the

classroom and governed by the District student handbook. Communications and activity considered inappropriate in the classroom is also inappropriate in all uses of District-approved digital tools. Digitally transmitted content that includes inappropriate language, images, or content is prohibited.

The Lamar Consolidated Independent School District provides students with access to various websites, applications, and other online resources to support student learning. While these tools are reviewed to ensure they provide students with effective tools for learning, the applications and services are not operated by the district but by third parties. The use of these online resources may involve the collection of certain personally identifying information from children under 13 such as the student's first and last names, username, and district email address. As permitted under the Children's Online Privacy Protection Act (COPPA), the district consents to this data collection on behalf of parents and guardians of children under 13. If the parent or guardian of a child under the age of 13 wishes to opt out of their child's use of particular online resources, they must put their request in writing to their child's school principal. Alternative learning solutions will be discussed. For more information on COPPA, please visit <https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>

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 containing inappropriate pictures or images, will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

The use of a mobile telephone or any device to capture images of any violation of the student code of conduct is strictly prohibited while at school or at a school-related or school-sponsored events.

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

Account Management Of Web-Based Services

Students may be required to have accounts in third party systems that are managed by LCISD. These accounts will be used at school for school related projects but if allowed may also be accessed outside of school and contribute to achieving instructional objectives. Staff may also use other third-party accounts.

Vandalism Prohibited

Users may not engage in any malicious attempt to harm or destroy materials belonging to the District or of another user of the District's system, or of any of the agencies or other networks that are connected to the District. Deliberate attempts to degrade or disrupt system performance will be viewed as violations of District policy and administrative regulations and may be viewed as criminal activity under applicable state and federal laws. This includes, but is not limited to, security breaches, attacks, ransomware, and

the uploading or creating of computer viruses. The use of any software or tools having the purpose of damaging the District's system or other user's system is prohibited.

Criminal Acts

These include, but are not limited to:

| | | |
|------------------------|---------------------------|---------------------------------|
| Unauthorized tampering | Cyberstalking | Vandalism |
| Harassing email | Child pornography | Cyberbullying |
| Ransomware | Denial of service attacks | Data or other security breaches |

Forgery Prohibited

Forgery or attempted forgery using technology resources by a user is prohibited.

Content Filtering

In compliance with the Children's Internet Protection Act (CIPA), a content filtering solution is in place in order to minimize access to certain sites that may contain inappropriate material, including pornography, weapons, illegal drugs, gambling, and any other topics deemed to be of non-educational value by LCISD. This filter is also in place on devices that provide internet access to students outside of the District network, such as home networks, public networks, and internet hotspots. The District cannot guarantee that all inappropriate material will be blocked at all times or that acceptable material may be unintentionally blocked. The District is not responsible for the content accessed by users who connect via their own service.

Although students may be using a District-provided internet hotspot at home or other locations outside of Lamar CISD facilities, all components of the Lamar CISD Elementary and Secondary Student Handbooks, including guidelines for technology equipment and usage, remain in effect.

Information Content/Third Party Supplied Information

Although the District has proper content filtering in place, users and parents/guardians of students with access to the District's system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material.

Termination/Revocation Of System User Account

The District may suspend or revoke a User's access to the District's system upon any violation of District policy and/or administrative regulation. Prior to a suspension or revocation of system access, or as soon as practicable, the principal or District coordinator will inform the system user of the suspected violation and give the user an opportunity to present an appeal. Users may appeal the revocation of access according to district guidelines and policies.

Termination of an employee's access or of a student's access will be effective on the termination or withdrawal date.

DISCLAIMER

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information of software contained therein. The District does not warrant that the functions or services performed by, or that the information of software contained on, the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the provider and not of the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

In order to protect the technology assets of Lamar CISD, to minimize unnecessary system downtime, and to supplement the District's Technology Responsible Use Agreement, the following policies are to be followed by all system users:

- a. Setup and repair of computers is to be done in accordance to established processes and procedures.
- b. Technology hardware including phones, printers, and computers must not be moved without prior approval from the Campus Technology Coordinator and the Office of Technology Services unless the hardware is designated as mobile.

SECTION IV: STUDENT GRADING AND REPORTING INFORMATION

GRADING SCALE

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.

Student Performance is reported using numerical grades.

A= 90

B= 80-89

C= 75-79

D= 70-74

F= 0-69

I = Incomplete

An incomplete (I) grade is given when a student has not completed required work prior to the end of the reporting period due to absence. The incomplete grade should be replaced within a week of the end of the reporting period.

All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. For example, if a student makes a 40 on a graded work, the 40 is recorded in the grade book. There is not a minimum grade requirement. Policy EIA (LOCAL).

REASSESSMENT

A teacher shall provide corrective instruction and a reasonable opportunity to reassess failure to master TEKS on major grades. The highest possible grade that can be earned and recorded on the reassessment is a 70. The teacher will make a note in the electronic grade book of the dates and grades of the reassessment. Creation of guidelines for implementation of the policy is the responsibility of the campus.

Students whose rate of learning will not meet successful mastery of grade level material may receive additional support through evidence-based interventions monitored through the MTSS process.

Minor grades are not subject to reassessment guidelines.

District exams are not subject to the reassessment guidelines. Compositions and student projects are not subject to reassessment guidelines. Policy EIA (LOCAL).

GRADE/COURSE TRANSFERS

Students entering the District school from accredited or non-accredited public, private, or parochial schools shall provide evidence of prior schooling outside the District. [See Policy FD (LOCAL) for guidelines regarding awarding credit]. When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Actual grades should reflect mastery of the TEKS, not work habits, class participation, or classroom behavior. Points should not be added or deducted to grades for behavior, format of papers (heading, name, date, etc.), attendance or tardies, supplies, etc.

Minor Grades

Classwork and quizzes are examples of minor assignments. Minor assignments will be returned to students and input into the gradebook within five school days.

Major Grades

Assessments of complex assignments typically requiring one to five days to complete are called major assignments. Advance notice must be given to students of any activity or test that constitutes a major grade. Tests and Compositions are examples of major assignments.

All major assignments will be announced at least two days in advance in Grades 1-5. Each campus should coordinate tests so that the student will not have more than two major tests on a given day from the subjects: science, social studies, language, reading and math. Major assignments will be returned to students and input into the gradebook within five school days.

HOMework

Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To develop effective study habits and time management skills.
- To help the student prepare for classroom work.
- To give students practice and extension of concepts learned in class.
- To extend learning beyond the material covered in class.
- To provide a drill that helps the student practice the basic skills of a subject.

Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.

MAKE-UP WORK

Make-up work is available to all students. Students shall receive credit for satisfactory make-up work after an absence. A teacher is responsible for giving make-up work to a child with an absence or suspension. A grace period equal to the number of days missed plus one is allowed for make-up work. At the teacher's discretion, make-up work may be made up before, during, or after school.

Guidelines

A student is required to make up all assignments missed while absent.

Example: A student absent on Tuesday would have Wednesday and Thursday to do the make-up work and turn it in on Friday. A student absent on Wednesday, Thursday, and Friday would have Monday, Tuesday, Wednesday, and Thursday of the next week to do the make-up work and turn it in on Friday.

Students out due to a lengthy illness or emergency will be handled on an individual basis.

The return time of make-up work assignments to the student shall be the same as any time frame for minor, major, or long-term assignments. For more information, see EIA (LOCAL).

Students will not be given make-up work ahead of time for unexcused absences such as trips during school days. Make-up work will be completed when the child returns. All graded work must be completed independently at school.

- No extra credit will be given.
- Work not received within the grading period will result in zero.

DAEP Make Up 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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

LATE WORK

Work not received within the grading period will result in a zero. Extenuating circumstances will be reviewed by campus policy.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties 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. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Policy EIA (Local).

Cheating

Cheating is defined as giving, receiving, and/or using unauthorized information on a test or submitting duplicate work for individual assignments. Students involved in cheating will receive a zero for the assignment and be ineligible for a re-assessment. A discipline consequence in accordance with the Student Code of Conduct may be assigned to a student found guilty of cheating, and the parents will be notified. Policy EIA (Local).

Behaviors Defined As Cheating

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test, or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, electronic devices, or other non-approved materials during an exam.
- Taking an exam, producing a project, paper, or assignment for another student, or asking someone to take an exam or produce a project, paper, or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.
- Plagiarism - any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.
- **Unauthorized access to a cell phone or Smart watch during an exam or assessment.**

GRADE REPORTING

At the end of the first nine weeks, a parent/teacher conference may be requested for students in Pre-Kindergarten through Grade 5 to review the students' progress and performance at school.

Graded work must reflect the grade level TEKS and be completed independently. No extra credit may be given.

Pre-Kindergarten Grading Scale

S = Satisfactory Progress – indicates achievement is within the range of expectations for the child’s age and grade placement.

N = Needs Improvement – indicates that the child is having difficulty in the skill areas marked.

Kindergarten Grading Scale

S = Satisfactory Progress – indicates achievement is within the range of expectations for the child’s age and grade placement.

N = Needs Improvement – indicates that the child is having difficulty in the skill areas marked.

U = Unsatisfactory – indicates the child is having serious difficulty in the skill areas marked.

GRA Reading Level Information

GRA=Guided Reading Assessment

Kindergarten students will be given the Next Step Guided Reading Assessment (GRA) at the middle and end of the year, and their reading level will be recorded on the 2nd and 4th nine weeks report card. Students in first and second grade will be given the assessment at the beginning, middle, and end of the year, and their reading level will be recorded on the report card for the 1st, 2nd, and 4th nine weeks. Reading levels will not be recorded on the third nine weeks report card; however, teachers will track students’ progress through running records and observations.

Students in third, fourth, and fifth grade will be given the *Next Step Guided Reading Assessment* (GRA) at the beginning of the year. Students who are below level during the beginning of the year administration will be retested during the middle of the year. Levels will not be recorded on the report card in grades 3-5.

GRA Reading Levels

| K-2 | 1 st Nine Weeks | 2 nd Nine Weeks | 3 rd Nine Weeks *Level will not be recorded on the report card. Parents should contact their teacher for progress update. | 4 th Nine Weeks |
|--------------|---|----------------------------|---|----------------------------|
| Kindergarten | A *Level will not be recorded on the report card | B | C | D |
| First Grade | E | F | H | I |

| | | | | |
|--------------|---|---|---|---|
| Second Grade | J | K | L | M |
|--------------|---|---|---|---|

| | | | |
|--------------|---|--|--|
| 3-5 | Beginning of the Year Level will not be recorded on the report card | Middle of the Year Level will not be recorded on the report card | |
| Third Grade | N-P | N-P | |
| Fourth Grade | Q-S | Q-S | |
| Fifth Grade | T-V | T-V | |

Dual Language Program

HMH Spanish Into Reading Benchmark Evaluation Guide & English GRA Assessment Reading Level Information

HMH=Houghton Mifflin Harcourt Publishing Company
 Intro Reading Benchmark=¡Arriba la lectura! Puntos de referencia: Guía de evaluación
 GRA=Guided Reading Assessment

Kindergarten students will be given the HMH Spanish Into Reading Benchmark Evaluation Guide at the middle and end of the year, and their reading level will be recorded on the 2nd and 4th nine weeks report card. Students will be given the English GRA assessment at the end of the year to measure their biliteracy progress. Students in first and second grade will be given the HMH Spanish Into Reading Benchmark Evaluation Guide at the beginning, middle, and end of the year, and their reading level will be recorded on the report card for the 1st, 2nd, and 4th nine weeks. Students will be given the English GRA assessment at the beginning and the end of the year to measure their biliteracy progress. Reading levels will not be recorded on the third nine weeks report card; however, teachers will track students' progress through running records and observations.

Students in third, fourth and fifth grades will be given the HMH Spanish Into Reading Benchmark Evaluation Guide and English GRA assessments at the beginning the year to measure students' biliteracy progress. Students who are below level during the beginning of the year administration will be retested during the middle of the year. Levels will not be recorded on the report card in grades 3-5.

SPANISH HMH Reading Levels:

| K-2 | 1 st Nine Weeks | 2 nd Nine Weeks | 3 rd Nine Weeks *Level will not be on the report card. Parents should contact their teacher for progress update. | 4 th Nine Weeks |
|-----------------------|---|----------------------------|--|----------------------------|
| Kindergarten | A *Level will not be recorded on the report card | B | C | D |
| 1 st Grade | E | F | H | I |
| 2 nd Grade | J | K | L | M |

| 3-5 | Beginning of the Year Level will not be recorded on the report card | Middle of the Year Level will not be recorded on the report card |
|-----------------------|--|---|
| 3 rd Grade | N-P | N-P |
| 4 th Grade | Q-S | Q-S |
| 5 th Grade | T-V | T-V |

First Through Fifth Grade Grading Scale

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 70 - 74
- F = 0 - 69
- I = Incomplete

READING LANGUAGE ARTS: A minimum of seven (7) minor grades will be taken each nine weeks. A minimum of two (2) major grades will be taken each nine weeks, as well. The report card grade will reflect a weight of 70% minor grades and 30% major grades.

MATH: A minimum of seven (7) minor grades will be taken each nine weeks. A minimum of two (2) major grades will be taken each nine weeks, as well. The report card grade will reflect a weight of 70% minor grades and 30% major grades.

SCIENCE: A minimum of five (5) minor grades will be taken each nine weeks. A minimum of two (2) major grades will be taken each nine weeks, as well. The report card grade will reflect a weight of 70% minor grades and 30% major grades.

SOCIAL STUDIES: A minimum of five (5) minor grades will be taken each nine weeks. A minimum of two (2) major grades will be taken each nine weeks, as well. The report card grade will reflect a weight of 70% minor grades and 30% major grades.

Non-Core Areas – Art, Music And Physical Education (K-5)

Each student will receive two grades in art, music, and physical education: academic performance and conduct. Mastery of the instructional objectives will be the determining factor in assigning performance grades. Behavior will be used to determine the conduct grade. If a student needs to be excused from participation in physical education activities for medical reasons, a written excuse from the parent must be provided if the student is to be excused for 2 or fewer days. If a student is to be excused from physical education activities for more than 2 days, a written excuse must be provided from the doctor.

Performance Grades

E = Excellent

- Indicates consistently above average achievement
- Independently applies learning
- Brings required materials to class as requested
- Maintains positive attitude
- Participates in class activities

S = Satisfactory

- Indicates normal and average achievement; applies to the vast majority of students
- Attempts to master skills and concepts being taught
- Brings required materials to class as requested
- Maintains positive attitude
- Participates in class activities

N = Needs Improvement

- Indicates passing but needs improvement
- Student is capable of better work or product

U = Unsatisfactory

- Indicates unacceptable progress and below average achievement
- Makes little or no attempt to master concepts
- Exhibits poor attitude toward work
- Makes little or no attempt to bring required materials to class
- Makes little or no attempt to participate in class activities
- Makes little or no attempt to master skills and concepts

Conduct, Work Habits And Social Behavior Grades (K-5)

Desirable conduct, work habits, and social development are vital and important to achievement in academic classes as well as art, music, and physical education. The grading symbols and components of these grades are:

S = Satisfactory

- Indicates behaviors that meet or exceed the expected
- Demonstrates self-discipline
- Maintains a positive attitude
- Follows school and class rules
- Respects authority
- Listens well
- Works and plays well with others
- Plays safely
- Respect's school property and that of others

N = Needs Improvement

- Indicates behaviors need to be improved to meet the standards expected
- Indicates student is capable of doing better in one or more of the areas listed under conducts, work habits, or social behavior

U = Unacceptable

- Indicates behaviors do not meet the standards expected and are unacceptable
- Demonstrates little or no self-discipline
- Exhibits poor attitude
- Makes little or no attempt to bring required materials to class
- Disrespectful to authority
- Does not work or play well with others
- Disrespectful to school property and that of others
- Demonstrates unsafe play
- Refuses to follow school and class rules

Yearly Average (Grades 1-5)

The yearly average for each subject is determined by averaging the numeric grades earned during each nine-week period in reading language arts, mathematics, science, and social studies. These are then averaged to get the overall average. These numeric grades are posted on the report card and the permanent record.

Grades in these subjects are the basis of the promotion-retention decision. Grades received from other districts should be included in determining yearly averages. The campus will have discretion on conversion from one grading system to the LCISD system.

Promotion/Retention (Grades 1-5)

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) in reading language arts, and mathematics, and a yearly grade of 70 or above in reading and mathematics.

A student in grades 1 or 2 must master the District's minimum independent reading levels, or the student may be in jeopardy of being retained.

STUDENTS WITH DISABILITIES

All grading for students with disabilities is determined by the ARD committee.

An ARD committee meeting may be conducted if a student receives failing grades during each grading period in any one subject to address causes for the failure and lack of progress. If the student's failure is due to lack of effort or materials at an appropriate instructional level, the ARD committee may devise additional motivation and support strategies or services or may adjust goals and objectives for the course. It is critical that teachers provide all instructional accommodations and modifications that have been agreed to by the ARD Committee meeting.

General and special education teachers must have documentation of accommodations or modifications provided and why they were unsuccessful. Such documentation may include work samples, lesson plan adjustments, grade book notations, and notes on the teacher copy of the IEP document. Additional interventions used for all students should also be documented.

If a student with disabilities refuses to make a reasonable effort, despite appropriate accommodations or modifications, the student may receive a failing grade, but the ARD committee needs to review the reasons for the student's refusal to work and ensure it is addressed in a Behavior Intervention Plan (BIP).

The ARD Committee does not have the authority to change a student's failing grade to passing. The ARD Committee can recommend compensatory strategies to promote student success. For more information, see Policy EIE (LOCAL).

504 STUDENTS

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination on the basis of a disability. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as their non-disabled peers. Students who qualify for 504 services may receive individualized accommodations.

In the context of 504, "placement" refers to the general education classroom or program with individually planned accommodations or interventions. Placement may include such things as tutorials, math lab,

block math classes, or reading improvement classes. In other words, an identified 504 student is entitled to the same access to programs and standards for participation as his/her nondisabled peers. There is no modification of the essential knowledge and skills for 504 students. Eligibility under Section 504 is not intended to reduce expectations for students with disabilities. The intent of 504 is to provide eligible students with reasonable accommodations that will give them an equal chance to achieve.

EMERGENT BILINGUALS

Guidelines For Grading EI Students Receiving ESL or Bilingual Services

Emergent Bilinguals are expected to master grade-level standards. To achieve this goal, students shall receive instruction by certified teachers using second language acquisition methods that are linguistically and culturally responsive in English language arts, math, science, and social studies classes to master content, develop academic language proficiency.

By statutory reference Chapter 89, teachers of EBs are expected to:

- Provide instruction in academic content areas to ensure that the students master the required essential knowledge and skills and higher-order thinking skills using second language acquisition methods.
- Use knowledge of the student's proficiency levels descriptors (PLDs) commensurate with their linguistic needs, in content-area classrooms to accommodate the instruction, pacing, and materials to ensure that students have a full opportunity to master the TEKS and ELPS (English Language Proficiency Standards).
- Differentiate between linguistic and content needs when accommodating instruction by routinely and effectively implementing linguistic accommodations that are selected by the classroom teacher per content area and monitored by LPAC (Language Proficiency Assessment Committee).
- Provide intensive instruction in the skills of listening, speaking, reading, and writing in the English language provided through the ELPS (English Language Proficiency Standards).
- Provide additional supports that are focused, targeted and systematic to EB's grades 3-12 that are at the beginning or intermediate levels of English language proficiency on TELPAS.

If a current EB student that is receiving language services does not demonstrate adequate measurable progress after routinely and consistently being provided appropriate linguistic accommodations, then the student will be referred to the LPAC committee. The committee must review current academic data, linguistic progress, and teacher input to develop an action plan to determine appropriate designated supports, linguistic accommodations and/or interventions to ensure that students master the required essential knowledge and skills and higher-order thinking skills in all subjects and make progress on all 4 language domains on the Texas English Language Proficiency Assessment System (TELPAS).

REPORTING PROGRESS TO STUDENTS AND PARENTS

Progress Reports

Progress reports shall reflect all grades including at least three minor and one major grade. Progress reports will be sent home, or made available in Skyward Family Access, during the midpoint of the nine-week grading period. Grades shall be updated in the student management system at least once a week.

If at any time after the progress report, the grade drops below passing, the teacher will make a reasonable effort to notify the parent (i.e., phone call, written notice).

Regular education teachers are responsible for sending progress reports to parents for mainstreamed special education students. The special education teacher may provide input. Special education teachers are responsible for sending progress reports to parents when a student receives all of his/her instruction for a subject in a special education classroom. For more information, see EIA (LEGAL & LOCAL).

Report Cards/Policy EIA (LOCAL)

Grade reports shall be issued every 9 weeks for grades PRE-K thru 5 on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIC (LOCAL).

At the midpoint of the nine-week grading period, parents will receive a progress report of their child's performance in any course/subject area. Teachers follow grading guidelines that have been approved by the principal or 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).

Questions about a 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).

Skyward Family Access

Skyward Family Access allows parents to log into a secure account and see each of their student's assignments, grades, and averages. Skyward Family Access also allows parents to see student's daily attendance and messages from the classroom teacher.

To access Skyward Family Access, parents will click on the Family Access link on the main LCISD webpage. For more information on creating an account or getting support, refer to www.LCISD.org.

Parent Communication

Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences between parents, teachers, campus administrators, and students are often necessary. Conferences may be held in person, by telephone, or remotely. This conference may be requested by the parent or initiated by the teacher. These conferences should be positive, constructive, and

informative. The objective of the meeting should always be to clearly articulate the goals of the school and the level of performance the student has attained. Recommendations should be solicited from parents as well as offered by school personnel. So that all conference parties can have a record of the discussion, conferences may be documented in writing, with all parties signing and receiving a copy of the meeting minutes. For more information, see Policy EIA (LOCAL).

RETENTION AND PROMOTION

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 criteria-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

Elementary

Promotion, grade level advancement, and course credit shall be based on passing at least 70 percent of the curriculum, which is based on the Texas Essential Knowledge and Skills (TEKS). Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC]

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.

Students – some with disabilities may be eligible for exemptions, accommodations, or deferred testing. For more information see the principal, school counselor, or special education directors.

Parents of a student at or above grade level 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.

Standard For Promotion

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) in reading language arts and mathematics, and a yearly grade of 70 or above in reading and mathematics.

Retaining Of Students

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the need to retain students. [See EHBC]

ACCELERATED/COMPENSATORY PROGRAMS

Accelerated Instruction

Per the Texas Education Code, students who have not met the standards for promotion to the next grade will be required to either attend accelerated instruction to ensure grade level skills are mastered or will have instructional supports to help master grade level skills in the following year. Campus recommendations for grade level placement and accelerated instructional supports are made for students each spring following the receipt of state assessment scores.

Tutorials

The purpose of a tutorial session is to provide assistance to students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. These tutorials may be provided in a variety of ways. The teacher may choose to help students before, during, or after school. Each campus will supply students and parents with extended day notification that will include the days of the week offered, times, and other details.

Special Services

Students in regular or general education classes may at times require special accommodations. Accommodation refers to a teaching technique or assessment that a teacher may use to help an individual student master a concept or demonstrate mastery of curriculum. For example, a student may need to be tested orally in science or social studies because he/she has difficulty reading on grade level or cannot write due to an injury. If special needs persist, the teacher should consider remediation or tutorial sessions to overcome that specific deficiency. After working through the accommodations and based on the student's response, a teacher may refer this student to a Student Support Team (SST) to consider assessment or other possible needs.

The state and district goals include the concept that each student should learn as many of the required Texas Essential Knowledge and Skills (TEKS) for each subject and grade level as is within his/her ability. If a student is experiencing difficulty learning a concept, the teacher should proceed through a series of research-based, data driven interventions to remediate the student's difficulties. It is primarily the classroom teacher's responsibility to conduct the initial stages of such a process. The needs of most unsuccessful students can be met within the regular classroom environment by:

- Utilizing teaching strategies that are compatible with the learning styles of these students;
- Identifying and implementing appropriate supplementary instructional aids;
- Providing students access to essential student services such as counseling and health services;
- Implementing necessary instructional modifications in pacing, materials, and methodologies;
- Designing and implementing behavior management plans, as needed; and monitoring academic progress and adjusting instruction.

When students do not progress despite access to supplementary aids and services, a referral to the Student Support Team (SST) will take place. The counselor will schedule the SST meeting conference.

The team members should include the principal (an administrator), counselor, and teacher(s). This committee should:

- a) Consider the efforts that have been made to provide accommodations.
- b) Review the supplementary aids and services provided; and
- c) Examine samples of the student’s work to determine whether additional instructional options or student services need to be tried.

If the team members decide that a referral is in order, the committee should reach consensus as to what type of referral is appropriate. Communication should be made with parents regarding the SST’s recommendations if appropriate as determined by the principal.

SECTION VI: STUDENT CODE OF CONDUCT (PreK-5)

The Student Code of Conduct is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Lamar CISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. Throughout the code and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the student.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code will be posted on the district’s website. Parents will be notified of any conduct violation that may result in a student being removed from the academic setting for in school suspension (ISS) out of school suspension (OSS), placed in a DAEP, or expelled.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

If you have difficulty accessing the information in this document because of a disability, please contact Communications at 832-223-0328.

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The district has disciplinary authority over a student:

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081;
11. When the student is required to register as a sex offender; and
12. David's Law/Cyberbullying.

In general, discipline is designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will be correlated to the seriousness of the offenses, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses and will draw on the professional judgment of teachers and administrators.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district. Refusal may result in loss of parking privilege.

The district has the right to search a student's personal property, locker, or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district. Personal property is brought to school at his/her own risk.

Threat Assessment And Safe And Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance

with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

School administrators shall report crimes as required by law and shall call Local law enforcement when an administrator suspects that a crime has been committed on campus.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus, or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.LCISD.org.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs [police officers, school resource officers (SROs), and/or security personnel]. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

Participating In Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code. Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

The person poses a substantial risk of harm to any person; or

The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

Revoking Transfers

The district has the right to revoke the transfer of a student for violating the district's Code.

STANDARDS FOR CONDUCT

Lamar CISD is committed to making our school District a safe place. To keep the school's safe action is taken in the following areas:

1. All students are held accountable for their actions and are expected to solve conflicts in an appropriate manner.
2. To the extent possible, Disciplinary Alternative Education Programs are provided both on and off campus when students must be removed from their regular classes due to serious misconduct.
3. School staff members work cooperatively with and receive information required by law from community agencies, city, county, and state government and the judiciary, to resolve issues related to school and community safety.
4. Weapons, assaults, drugs and violent acts are not tolerated.
5. Gang membership and gang-related involvement and activities at school, during school-related functions or on any school District property are prohibited.
6. All visitors must park in designated areas at each campus. Visitors must report to the office upon arrival at all LCISD campuses.
7. All discipline actions and consequences in LCISD will be fair and consistent across all campuses.

Student Identification Requirements

All students must always have their student ID visible. At the beginning of each school year, students shall receive a new student ID badge for no charge. Should a student need to replace their student ID a \$5.00 fee shall be charged.

Student Standards For Conduct

In general, all students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. The Lamar Consolidated Independent School District shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and district personnel.

Students are expected to:

1. Adhere to requirements of the Student Code of Conduct;
2. Attend all classes, regularly and on time.
3. Behave in a responsible manner at school, on school buses or vehicles owned or operated by the district, and at all school functions on and off campus.
4. Be well-groomed and dress appropriately.
5. Cooperate with or assist the school staff in maintaining safety, order, and discipline.
6. Demonstrate courtesy and respect for others.
7. Obey all campus and classroom rules.
8. Prepare for each class; take appropriate materials and assignments to class.
9. Respect the rights and privileges of other students and of teachers and other district staff.
10. Respect the property of others, including district property and facilities.
11. Report any acts of bullying.
12. Report dangerous behaviors and/or situations to school personnel.
13. Report threats to the safety of students and staff members as well as misconduct on the part of any other students or staff members to the building principal, a teacher, or another adult.
14. Report all observed or suspected technology security problems immediately to a teacher, know that the use, possession, and/or sale of illegal or unauthorized drugs, alcohol, and weapons are unlawful and prohibited, and that students may be subject to random searches in accordance with Board Policy and state and federal law in order to provide a safe school environment.

Students are prohibited from:

1. Failing to comply with directives given by LCISD personnel (non-compliance).
2. Refusing to accept discipline management techniques assigned by LCISD personnel.
3. Disobeying rules for conduct on school buses.
4. Leaving school grounds or school-sponsored events without permission.
5. Recording the voice or image of another without the prior consent of the individuals being recorded or in any way disrupts the educational environment or invades the privacy of others.
6. Using profanity or vulgar language or making obscene gestures.
7. Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
8. Damaging or vandalizing property owned by others.
9. Threatening a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
10. Fighting or scuffling (for assault, see DAEP placement and expulsions).
11. Engaging in bullying, harassment, hazing or making hit lists (see glossary for all three terms).
12. Committing or assisting in a robbery or theft.
13. Engaging in conduct that constitutes dating violence (see glossary).
14. Engaging in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, board member, employee or volunteer.
15. Engaging in inappropriate or indecent exposure of private body parts.
16. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another person,

- including a district student, employee, or volunteer.
17. Causing an individual to act through the use of threat or force (coercion).
 18. Committing extortion or blackmail (obtaining money or an object of value from an unwilling person).
 19. Participating in or promoting gangs or gang-related activities.

The categories listed above are prohibited at all school and school-related activities, but do not include the most serious offenses. In subsequent sections, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in removal from the regular educational setting.

Parent Standards For Conduct

Parents or legal guardians are expected to:

1. Attend school conferences; respond to the teacher's initial contact.
2. Assist their child in being properly attired for school according to the standards of dress.
3. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
4. Cooperate with school personnel when their child is involved in a discipline problem.
5. Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system.
6. Cooperate with the school nurse to obtain state-required immunizations, to follow procedures for administration of medications at school, and to take/keep the student home when ill.
7. Demonstrate a positive attitude towards teachers, parents, and students.
8. Discuss work assignments and report cards with the student; request a conference with the teacher if their child receives a failing grade for the reporting period.
9. Encourage their child to adhere to the Student Code of Conduct and school discipline policies.
10. Ensure student safety by adhering to appropriate drop-off and pick-up times.
11. Establish and maintain a positive attitude toward education and school personnel.
12. Initiate conferences to discuss academic progress.
13. Maintain current addresses and phone numbers in the school office for home, work, and emergencies.
14. Promote their child's attendance at school tutorials as the need arises.
15. Provide appropriate identification when requested by school personnel.
16. Require and lead their child to develop proper study habits at home.
17. Send their child to school daily as required by law and promptly notify the school to explain absences and tardiness.
18. Strive to prepare their child emotionally and socially to be receptive to learning and discipline.
19. Take an active interest in the overall school program.
20. Exercise good sportsmanship when at sporting events and other extra-curricular activities.

Teacher Standards For Conduct

Teachers and staff are responsible for:

1. Implementing the Student Code of Conduct.
2. Filing a written report, in a timely fashion, to the appropriate administrator documenting that a student has violated the Code of Student Conduct.
3. Implementing lesson plans, learning activities, and classroom management techniques designed to teach self-discipline strategies and which meet district standards for effective

- educational programs.
4. Effectively communicating expected behaviors within the classroom and building.
 5. Maintaining effective communication with school personnel to inform them of individual student needs.
 6. Maintaining contact with parents to encourage a consistent home/school approach in solving individual student issues.
 7. Serving as positive role models for students.
 8. Teaching students, through interactions, to strive toward self-discipline and encouraging work habits that will lead to the accomplishment of personal goals.
 9. Displaying respect toward students and parents.
 10. Grading assignments promptly and disseminating grades in accordance to board policy.
 11. Responding to parental messages and requests in a timely manner.
 12. Ensuring that all interactions with fellow staff members and parents are designed to ensure maximum student success, while maintaining confidentiality.
 13. Maintain accurate attendance records daily.
 14. Ensuring good student discipline by being in regular attendance and on time.
 15. Assisting to create and maintain a safe school-wide environment.
 16. Assuming all responsibilities as described in the school staff handbook and district employee handbook.
 17. Following the Texas Educator's Code of Ethics [19 TAC, Part 7, Chapter 247].

Administrator Standards For Conduct

Campus administrators are responsible for:

1. Establishing and implementing programs to train staff members in the Student Handbook and Code of Conduct.
2. Overseeing the implementation of lesson plans, learning activities, and classroom management techniques designed to teach self-discipline strategies and which meet district standards for effective educational programs.
3. Sending, and processing within a reasonable time, a copy of a report received from a teacher documenting a student's violation of the Student Code of Conduct to that student's parent or guardian.
4. Assisting campus staff in the implementation of the Student Handbook and Code of Conduct.
5. Educating students relative to their self-discipline responsibilities with the Student Code of Conduct.
6. Informing and involving parents in the implementation of the Student Code of Conduct.
7. Responding to code of conduct infractions referred to them by teachers and holding students accountable for their actions which relate to the Code of Student Conduct.
8. Ensuring that parents are notified of the progress of their student and any significant changes in achievement and/or behavior.
9. Implementing discipline procedures.
10. Serving as positive role models for students, parents, staff, and community.
11. Communicating in a positive manner with law enforcement and governmental agencies as needed.
12. Ensuring that all student data is properly recorded in a timely fashion.
13. Following the Texas Educator's Code of Ethics [19 TAC, Part 7, Chapter 247].

GENERAL CONDUCT VIOLATIONS

The categories of conduct below are prohibited at school in vehicles owned or operated by the district and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion Severe Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section. The minor/major offenses listed below are examples only and are not intended to be all-inclusive. This guide depicts brief examples at each of the disciplinary levels and the consequences available to administrators. The disciplinary action(s) will depend on the offense, seriousness of the offense, and any previous behavior. See Code of Conduct Summary.

Minor Offenses

Minor offenses, generally observed in the classroom or in the building, interfere with the orderly educational process. Minor offenses are most often managed by the classroom teacher. Parents may be requested to attend a conference with the teacher to discuss the misbehavior and the disciplinary action.

Major Offenses

Major offenses interfere with the learning environment. Parents will be notified of the offense and may be requested to attend a conference with the administrator to discuss the offenses and the disciplinary action. The disciplinary action will depend on the offense, previous actions, and the seriousness of the misbehavior.

Removable Offenses

Removable offenses are serious and disrupt the orderly educational process. Parents will be notified and requested to attend a conference with the administrator in each instance of removable offenses.

Expellable Offenses

Expellable offenses may also be illegal and seriously disrupt the orderly educational process. In each case of illegal behavior, referral will be made to the police department.

Disregard For Authority

- Fail to comply with directives given by school personnel (non-compliance).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by an administrator.

Mistreatment Of Others

- Use profanity or vulgar language or make obscene gestures.
- Fight, scuffle, physical conflict, or confrontation. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct

- causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes 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 another person in the relationship. Dating Violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)
- Enter, without authorization, district facilities that are not open for operations.

Possession Of Prohibited Items

Students shall not possess or use:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- a “look-alike” weapon;
- an air gun or BB gun;
- ammunition;
- club
- knuckles
- a hand instrument designed to cut or stab another by being thrown
- a firearm
- a stun gun;
- a pocketknife or any other small knife;

- mace or pepper spray;
- pornographic material;
- tobacco products including electronic cigarettes, vape pens; and any component, part, or accessory for an e- cigarette and vape device;
- matches or a lighter;
- a laser pointer for other than an approved use; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)
- a firearm silencer or suppressor

Possession Of Telecommunications Or Other Electronic Devices

Students are allowed to bring their own telecommunication devices to school. This includes, but is not limited to: cell phones, smart phones, iPads, earbuds, tablets and laptop computers. All devices must remain in student backpacks for the duration of the day. Students will be allowed to take out and use their devices at lunch only unless otherwise directed by administration. Teachers also have discretion to allow device use in class for instruction purposes only. Students must follow teacher and district rules in regards to using their device. Using a phone in school is a privilege that can be revoked at any time.

Telecommunication devices that disrupt the education process, are used inappropriately or when not directed by a teacher or staff member, or used in violation of the Student Code of Conduct will be confiscated. School personnel will write an office referral and it will be turned into the principal's office. If this is the students first offense, they will be allowed to retrieve their device at the end of the school day. If the student is leaving early they must return at the end of the school day to retrieve their device, no exceptions will be made. Repeated offenses will require parent/guardian, and/or a third party that retains legal right of ownership to obtain a release of the electronic device for a monetary fee of \$15. For more details please see the Student Telecommunication Device Policy.

~~Cellular phones, telecommunication devices, MP3 players, cameras, or any other types of electronic devices are not allowed to be turned on or in use inside the school building during specific time frames. Campuses have the discretion to identify appropriate opportunities for electronic device use. The time frame for grades K—6 is immediately upon entering the school building until exiting the school building at the end of the day. The time frame for grades 7—12 is the first bell in the morning until the last bell at the end of the day.~~

These items that disrupt the education process by being on will be temporarily confiscated. School personnel will collect the electronic device and turn it in to the principal's office. Parents, guardians, and/or a third party that retains legal right of ownership may obtain a release of the electronic device for a monetary fine. After a 30-day period has expired, the school shall dispose of the electronic device. A student who refuses to turn over his/her electronic device when asked by a school employee will have a disciplinary action in accordance with the Student Code of Conduct, ranging from a ~~minor~~ major offense to an expellable offense. The use of a mobile telephone or any device capable of capturing images of any violation of the student code of conduct is strictly prohibited while at school or at a school-related or school-sponsored events.

Inappropriate use of Cell Phone Practice:

- 1st Offense – Parent Contact, Phone confiscated and returned at end of day.
- 2nd Offense – Parent Contact, Phone confiscated, and parent must retrieve phone with a \$15

fee.

- 3rd Offense – Parent Contact, Phone confiscated, parent must retrieve phone with a \$15 fee, and student is assigned ISS.
- 4th Offense - Parent Contact, Phone confiscated, parent must retrieve phone with a \$15 fee, and student is suspended.
- 5th Offense - Parent Contact, Phone confiscated, parent must retrieve phone with a \$15 fee, and student is recommended to attend ALC.
- 6th Offense & Beyond – Recommend ALC Placement

Misuse Of Technology Resources And The Internet

The use of mobile phones or any device during tests is strictly prohibited. Any person with a phone/device out during a test will have their phone confiscated immediately for parent pickup and will receive a zero. The use of mobile phones or any device in restrooms and/or locker rooms is strictly prohibited. If an individual uses a phone to video individuals in a private setting (bathroom/locker room) or compromising situation, then it will be coded a "State Jail Felony" and is a mandatory DAEP placement. Any person using their phones in these areas will have their device confiscated immediately for parent pickup and will be disciplined according to the Student Code of Conduct and will be reported to law enforcement in accordance with the Texas Penal Code.

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet, social media, or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages or videos that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying, fighting, and/or, images/videos of students violating the student code of conduct, and "sexting", either on campus or off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Illegal, Prescription, And Over-The-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs,

- alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher or activating a fire alarm without valid cause.
- **Be in a location, such as bus, gymnasium, teacher workroom, unassigned classroom, choir room, restroom, custodial closets, hallway, auditorium, athletics’ field/court, playground, locker room, band room, cafeteria, offices, etc. without approval.**

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another student or teacher.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- Engage in academic dishonesty which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Consequences

A student, whose behavior shows disrespect for others, including interference with their access to a

public education and a safe environment, will be subject to disciplinary action. School rules and the authority of the District to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school sponsored activities.

BULLYING

In this section:

(1) “BULLYING” A single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school or infringes on the rights of the victim at school and includes cyberbullying.
4. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property
5. Bullying that occurs on a publicly or privately owned school bus or a vehicle being used for transportation of students to or from school or a school-sponsored or school related activity on or off school property
6. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - i. Interferes with a student’s educational opportunities or
 - ii. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity

Cyberbullying as defined under the Texas Education Code Sec. 37.0832:

Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

(2) “HARASSMENT” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health and safety.

(3) “HIT LIST” means a list of people targeted to be harmed, using:

- (1) a firearm, as defined by Section 46.01(3), Penal Code;
- (2) a knife, as defined by Section 46.01(7), Penal Code; or
- (3) any other object to be used with intent to cause bodily harm.

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.

According to TEC § 25.0342 upon the recommendation of the administration, the Board of Trustees of a school district or the board's designee, 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 on the district’s website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

Procedures For Filing A Complaint And Investigation Process

1. Request and complete the Lamar CISD “Bullying, Harassment and Dating Violence Reporting Form”.
 - a. These forms are available from all administrators and on the LCISD website (BULLYING/HARASSMENT/DATING VIOLENCE REPORTING FORM).
 - b. Please provide detailed information on the form so that the administrator may complete a thorough investigation.
2. Turn the completed form in to a campus administrator
3. Notice of a reported incident of bullying must be provided to the parent or guardian of the alleged victim on or before the third business day after the date the incident is reported and to the parent or guardian of the alleged bully within a reasonable amount of time after the incident.
4. The administrator will investigate the information contained in the complaint.
5. The administrator will contact the parent/guardian of both the alleged victim and alleged perpetrator. If necessary, the administrator will complete the Campus-Based Stay Away Agreement.

A copy of the district’s policy is available on the district’s website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students With Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process. Parents may obtain the release of the cellular phone or other electronic devices for a fine of \$15.00. After the 30-day period has expired, the District shall dispose of the communication device.
- Rewards.
- Behavioral contracts.
- Restorative Discipline practices.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions (including receiving a zero) for cheating, plagiarism, use of an unapproved electronic device, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties other than class tasks.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.

- School-assessed and school-administered probation.
- Monetary fine.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Physical Restraint*

Any District employee within the scope of the employee's duties may physically restrain a student that the employee reasonably believes is necessary in order to:

1. Protect the student or other person(s) from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school area in order to restore order.

*When a student with a special education disability requires restraint, TEA Commissioners Rules are followed.

Assessment Of Consequences

In assessing consequences, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect him or herself considered appropriate and will be considered as a mitigating circumstance only when the student has a reasonable belief that the force is immediately necessary to protect him or herself against the other's use or attempted use of force that could result in serious bodily injury. Verbal assault or threat is never enough to justify self-defense. Reasonable belief in the school setting means a belief that would be held by the school principal in the same circumstances as the actor. Each student is responsible for making every effort to avoid the use of any force and is advised to remove him or herself from the situation if at all possible. The District does not condone or authorize students to use force against another individual, even if that individual provokes or instigates a fight or altercation.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions

intended to reduce the recurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO (LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student’s face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student’s extremities, including prone or supine floor restraint.
- Impairing the student’s breathing, including applying pressure to the student’s torso or neck, placing something in, on, or over the student’s mouth or nose, or covering the student’s face.
- Restricting the student’s circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student’s ability to communicate.
- Using chemical restraints.

Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers. Depriving the student of one or more of the student’s senses unless the technique does not cause the student discomfort or complies with the student’s IEP or behavior intervention plan (BIP).

Discipline Assignment, Notification, And Appeals

| ASSIGNMENT | RECOMMENDED OR ASSIGNED BY | NOTIFICATION / DUE PROCESS | APPEAL TO |
|--------------------------|-----------------------------------|---|-----------------------|
| Detention | Teacher or Campus Administrator | Parent contact and written communication | Principal or designee |
| In School Suspension | Campus Administrator | Parent contact and/or conference* and written communication | Principal or designee |
| Out of School Suspension | Campus Administrator | Parent contact and/or conference* and written communication | Principal or designee |

| | | | |
|--|---|---|--|
| Bus warning or bus suspension | Bus Discipline Supervisor | Parent contact by phone or email | Order of Appeal 1. Bus Discipline Supervisor 2. Assistant Director of Transportation |
| Disciplinary Alternative Education Program (ALC) Placement | Campus Administrator | Parent contact, formal conference*, and written communication | Order of Appeal 3. Principal 4. Administrator of Student Discipline and Placement |
| Expulsion | Administrator of Student Discipline and Placement | Parent contact, formal conference*, and written communication | Order of Appeal 1. Executive Director of Student Programs 2. Board Review |

*When a student with a special education disability requires restraint, TEA Commissioners Rules are followed.

Transportation

Bus Stop Conduct

Parents are responsible for supervision of their children at the bus stop area prior to bus arrival, while students are boarding, and after the bus departs from dropping off students. Parents are NOT permitted to board buses without expressed permission from Transportation. Parents shall not use profanity or threats in discussions with the bus driver at the stop. If you have any concerns, please call Transportation.

| TRANSPORTATION LOCATION | TRACK | PHONE |
|--------------------------------|---------------------------|--------------|
| Rosenberg Transportation | Maroon, Blue, Red, Silver | 832-223-0289 |
| Fulshear Transportation | Gold, Purple | 832-223-0551 |

Buses And Other School Vehicles

Students are expected to assist district staff in ensuring that buses and 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 shall follow all bus safety rules:

1. Students shall observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students shall ride their assigned bus.
3. Students shall enter and leave the bus at the designated assigned stop.
4. Students are prohibited from directing profanity, vulgar language, or obscene gestures toward bus drivers or other students on the bus, passengers in cars or pedestrians outside the bus.
5. Students shall sit in their assigned seat to and from school. Bus drivers are authorized to assign or reassign seats as needed.
6. Students shall arrive at the assigned stop a minimum of 10 minutes prior to the scheduled pick-up time and wait in the designated location for the school bus. Students chronically late to the bus stop will be subject to disciplinary action.
7. Students shall load and unload in an orderly manner, board single file and use the handrail at the designated assigned stop.
 - Stand at least ten feet back from the bus stop to avoid accidents.
 - Permit younger students to board first.
 - Enter and exit the bus quietly, without crowding or pushing.
 - Scan their required SmartTag on the SmartTag scanner when entering and exiting the bus.
 - Do not play at bus stops. Always watch traffic.
 - Move away from the bus as soon as you exit to avoid falling under the wheels.
 - To cross the roadway: If the driver instructs you to cross without him/her escorting you, move at least 10 feet in front of the bus on the shoulder or curb and wait for the driver to signal you to cross. Students must use caution when crossing the roadway.
8. Students shall be seated before the bus begins to move. Students must remain seated until the bus comes to a complete stop and the driver instructs the students to exit.
9. Students shall keep their head, arms, elbows, and legs inside the window.
10. Never throw objects inside or outside the vehicle or bus.
11. Students shall keep feet, books, instruments cases, and other objects out of the aisle and stairwell.
12. Students shall identify themselves and provide their correct name or I.D. number to the bus driver. Failure to provide correct information to a bus driver will be subject to disciplinary action.
13. Objects too large to be held in the lap that interfere with the safety of other bus riders will not be transported (i.e., large band instruments).
14. Live animals or dangerous objects of any nature may not be brought on the bus.
15. Use or possession of drugs, alcohol, tobacco in any form, including electronic cigarettes is prohibited in vehicles owned or operated by the District.
16. Damage to the bus by a student must be paid for by the student or students causing the defacing.
17. For the safety of students, eating or drinking is not permitted on buses.
18. Students shall talk in a low tone of voice while on the bus. If noise level interferes with the driver's ability to safely operate the bus, disciplinary action will be taken.
19. Students shall remain calm; listen to the driver's instructions in an emergency.
20. Students are not permitted to ride home with a friend. In case of an emergency please speak with your campus administrator for written approval.
21. Only students enrolled in Lamar CISD are permitted to ride buses to and from school and

extracurricular activities.

22. Students shall follow all instructions given by the bus driver or sponsor.

23. Never use the rear emergency door to enter or exit the bus except in an emergency.

Tampering with emergency equipment, latches, and handles will result in disciplinary action.

24. Per State Law, students are required to wear seat belts (buckle up) if vehicle is equipped with seat belts. Students must always properly wear their seat belt while on the bus. Students refusing to wear their seat belt will result in disciplinary action.

Special Education Transportation

Special Education transportation decisions are made by the ARD committee. Please contact your campus administrator for any changes such as address, stop location, daycare facilities or phone contact.

Drivers will not leave a student without supervision unless a parent has signed a release in the ARD stating their student can be released independently. Students must be able to access their home before the driver departs.

Students will be released only to the people listed on the Smart Tag Parent Portal.

Daycare facilities must be within the school attendance or color track zone the child attends.

Students must have one or more Transportation Release Guardians listed within the students Smart Tag Parent Portal. Drivers will only release a student to approved guardians at the stop. Parents must register this information within their student's Smart Tag profile via the Smart Tag Parent Portal. Parents are also responsible for keeping the information current.

Smart Tag

Ensuring the safety and security of the students riding on buses is our highest priority. To facilitate and support this safety initiative the District has implemented the Smart Tag system to promote and ensure a positive school bus riding experience for all Lamar CISD students.

Students are issued Smart Tag ID cards with an electronic chip Smart sensor (please do not modify the ID cards, or place holes in the card). The student's name is printed on the front of the card, and there is no student information stored on the card.

If a student does not have his/her Smart Tag ID badge for five (5) days, the Lamar CISD Transportation Department will contact the school/campus or parent to request that a Smart Tag replacement card be purchased.

Replacement cards can be requested through the campus office. There is a \$5.00 fee to replace Smart Tag cards. Replacement cards include the Smart Tag and clear plastic sleeve. A lanyard, badge reel, or zip tie are not included.

After the parent has received a warning, the student may be subject to disciplinary action which may include the suspension of transportation service.

Discipline Alternative Education Program (DAEP)

See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program (DAEP).

Disciplinary Action For Bus Safety Violations

Because safety is so important, misbehavior on the bus or at the bus stop can cause a student to lose bus privileges. A summary of the bus rules is given to bus riders and posted in the buses by the Transportation Department. The following behaviors are considered serious infractions:

- Destruction of Property
- Fighting
- Use of Profanity
- Disruptive Behavior
- Possession of Weapon/prohibited items
- Throwing Objects
- Use of tobacco products
- Insubordination
- Use of laser pointer or other flash-oriented devices
- Bullying
- Physical Conflict
- Possession of drugs or drug paraphernalia including vapes/electronic cigarettes
- Other items listed under major, mandatory, or expellable offences on Discipline Code Chart

Violations are reported to Transportation Department and parents are informed using the following procedures:

| | |
|--|--|
| First Referral of minor offense | Warning notice is emailed home/or phone call home to parent. |
| First Referral of serious/major offense | Notice is emailed home/or phone call home to parent (3-day bus suspension) |
| Second Referral of minor offense | Notice is emailed home/or phone call to parent. (1 day bus suspension) |
| Second Referral of serious/major offense | Notice is emailed home/or phone call home to parent (5-day bus suspension) |
| Third Referral of minor offense | Notice is emailed home/or phone call to parent. (3 days bus suspension) |
| Third Referral of serious/major offense | Notice emailed home/or phone call home to parent. (10-days bus suspension) |
| Fourth Referral of minor offense | Notice emailed home/or phone call home to parent. (5-days bus suspension) |
| Forth Referral of serious/major offense | Notice emailed home/or phone call home to parent. (15-days bus suspension) |
| Fifth Referral of minor offense | Notice goes emailed home/or phone call |

| | |
|---|---|
| | home to parent (15-days bus suspension) |
| Fifth Referral of serious/major offense | Notice emailed home/or phone call home to parent. (Remainder of semester or school year bus suspension) |
| First referral for fighting or any type of assault (physical, indecent, sexual, aggravated) | Notice emailed home/or phone call home to parent. (Remainder of semester bus suspension) |
| Second referral for fighting or any type of assault (physical, indecent, sexual, aggravate) | Notice emailed home/or phone call home to parent. (Remainder of school year bus suspension) |

Disciplinary action is at the discretion of the Transportation Department. A minor and major offense will be defined according to the Lamar CISD Discipline Consistency Chart.

A serious incident, complete disrespect, or directed profane language shall result in disciplinary action based on the circumstances of the incident. **Disciplinary action may take into consideration bus referrals from the previous year.** The incidents that involve a citable offense such as fighting or any other incident that jeopardizes the safety of the bus driver, the students, or the general public and will result in that student being suspended from riding a bus for the remainder of the semester/school year. The student is subject to receive consequences from school such as suspension or placement in the District's DAEP campus. A second major/serious incident will result in the student being suspended from riding the bus for the remainder of the school year.

Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Students should be aware that the bus is an extension of the school. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus driver, or jeopardizes the safety of school bus riders is subject to disciplinary action, including suspension or removal from the bus transportation program. If parents/guardians have questions regarding student conduct on the school bus, contact the Lamar CISD Transportation Department 832-223-0289 (Rosenberg) or 832-223-0551 (Fulshear).

Appropriate student behavior is essential to the safe operation of the school bus.

CODE OF CONDUCT SUMMARY

Education in this community represents a significant commitment of financial and human resources. The benefits a student derives from this investment depend very much on the student's attitude toward learning and the student's adherence to high standards of behavior. All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. The District's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.

The Student Code of Conduct that follows is the District's specific response to requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This Code is an outgrowth of collaboration among District and campus staff, parents, and other community members. This Code, adopted by the Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

The following violations and consequential disciplinary options are listed in order of severity with Minor Offenses being the least severe and Expellable Offenses the most severe. In case of conflict between the student handbook, the Student Code of Conduct and Board Policy, the Board Policy will prevail.

Lamar CISD 2023-24 Discipline Code Chart

The following list includes examples of disciplinary alternatives and misbehaviors. Any combination of disciplinary actions may be used from the list below for student misbehaviors. Discipline management alternatives or alternative educational programs for students with disabilities, IDEA and 504 eligible must be consistent with the student's educational plan (Individual Educational Plan or Instructional Plan).

| Minor Offenses | Major Offenses | Major Offenses/ Disciplinary Removal Offenses (DAEP/ALC) | Mandatory (DAEP/ALC) or discretionary expulsions | Expellable Offenses Expulsion Placements must be supported with Police Report |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • (BUS) Failure to follow bus rules (follow bus discipline guide) • (CHE) Cheating/Copying • (COM) Computer system misuse • (DIS) Disturbing/taunting, disruptive noises • (DRE) Dress code violation • (ELP) Elopement-leaving classroom/campus • (FAI) Classroom rules violation • (FAI) Food or drink in restricted area • (FAI) Cutting in line • (FAI) Lack of class preparation • (FAI) Sleeping in class • (FAI) Failure to participate in class • (FAI) Inappropriate toys/items brought to school • (HSP) Horse playing • (IAT) Public display of affection/exhibiting inappropriate familiarity • (MLD) Misuse of cellphone/electronic device/social media • (NON) Noncompliant behavior in classroom • (NON) Dishonesty • (PKV) Parking lot violation • (TAR) Tardy • (TSH) Threat to self-harm | <ul style="list-style-type: none"> • (CHE) Plagiarism • (DIS) Disturbing and taunting • (EDW) Fireworks • (FAI) Throwing objects • (FAI) Sell/ distribute non-school related items • (FAI) Possession of a laser pointer • (FAI) Possessing/using matches or lighter • (FAI) Student found in unapproved location • (GAM) Gambling • (IAT) Inappropriate touching/ physical contact • (LAG) Profane/abusive language • (NON) Noncompliant behavior/Insubordination • (RAC) Racial slurs • (SKI) Skips class/ leaves class w/o permission/ leaves school grounds • (SP1) Persistent level I misbehavior (begin MTSS) • (SXT) Sexting • (TOB) Possession of tobacco products/ paraphernalia • (TRE) Trespassing • (VBC) Verbal confrontation | <ul style="list-style-type: none"> • (BUL) * Bullying/cyberbullying • (BUD/BUG/BUR) * Bullying/cyberbullying based on disability/ gender/ race • (CUL) *Cult drawings/Notes • (EDW)* Explosive device (not used as threat/non-felony) • (FIG) * Fighting • (FOR) *Falsification of records/ Forgery • (FLR) * Student makes false report • (GAN/GAV) * Gang/secret society activity / Gang violence • (HAZ) * Hazing • (LAW) * Look-alike weapon/ weapon replica • (MCD) * Major campus disruption/ Common area disruption • (NON) Noncompliant behavior/Insubordination • (OCO)*^A Felony off campus non-school event (not title 5) • (PHC) Physical conflict/confrontation/ aggression towards another • (POR) *Possession of pornography • (SP2) Persistent level II misbehavior (MTSS required) • (SXH) * Sexual harassment/dating violence • (SXX) * Registered sex offender not on probation • (TRS) Threats to student | <ul style="list-style-type: none"> • (ALC) ^ ** +Alcohol (non-felony) on campus or school activity • (AST) ^ ** Assault of a student on campus (1st offense) • (CCS) * Class C misdemeanor assault of student • (DES/VAN) * Destruction of school property/Vandalism • (DRP) *Drug paraphernalia • (DRU) ^ ** → Drugs, controlled substance, dangerous drugs on campus (non-felony) or school activity • (DRU) ^ ** → Under the influence on campus • (ECG) Possess, sell, give, deliver, or use e-cig. • (FAL) ^ + ** False alarm, false report • (FEL) ^ ** Felony on campus or school activity • (GLU) ^ ** + Abuse of volatile chemicals on campus or school activity • (HAR)**verbal/physical threat to staff, inappropriate language to staff • (INX) ^ ** Indecent exposure on campus or school activity • (KNI) * Possession of non-illegal knife (blades between 2 inches & 5.5 inches) • (LAD) * Possessing or selling look-alike drugs • (MLD) Use of electronic device to capture images/video of code of conduct violations • (OCF) ^ ** + Title V Felony (off campus) • (PCS) Possess, sell, give, use, deliver, or under the influence of other controlled substance • (PLD) ^ ** Public lewdness on campus or school activity • (PMT) Possess, sell, give, use, deliver, or under the influence of marijuana/THC • (RET) ^ ** + Retaliation against school employee on campus or off campus • (SP3) * + Serious and persistent level III misbehavior (MTSS required) • (STL) * Stealing/Theft • (SXX) * Sexual misconduct • (SXS) ^ ** Registered sex offender – court supervision | <p style="text-align: center;">Discretionary</p> <ul style="list-style-type: none"> • (BCS) + Breach of computer security • (CRM) ^ + Criminal mischief (felony) <p style="text-align: center;">Mandatory</p> <ul style="list-style-type: none"> • (AAL) ^++Aggravated Assault of Employee or Volunteer • (AAO) ^++Aggravated Assault of student/parent on campus • (ARS) ^++Arson on campus or school activity • (ASA/ASO) ^++Sexual assault or aggravated sexual assault on campus • (ASL) ^ + ** Assault of LCISD staff member • (AST) ^ ** Assault of a student on campus (2nd offense) • (ASV) ^ + ** Assault of volunteer • (CNH) ^ ++ Criminal negligent homicide on campus • (EDC) Deadly conduct** • (FAV) ^ ++ Felony Alcohol • (FCS) ^ ++Felony Drug Controlled substance • (IND) ^++ Indecency with a child on campus or school activity • (KID) ^++Aggravated kidnapping on campus • (MSL) ^ ++ Manslaughter on campus • (MUR) ^++Murder, capital murder, or attempt to commit murder on campus • (ROB) ^++ Aggravated robbery on campus • (SXA) ^++Continuous sexual abuse of a child on campus • (WPF) ^++Firearm on campus • (WPK) ^++Illegal Knife on campus (blade larger than 5.5 inches) • (WPO) ^++Prohibited weapons on Campus (other) |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • (TTR) ^ ** + Terroristic Threat • (VAP) Vapo/ E-cigarette • (VAS/VAT) * Destruction of student or teacher property/Vandalism | |
|--|--|--|--|--|

Green-Class A Misdemeanor; Purple-Class B Misdemeanor; Yellow-Class A or B Misdemeanor; Blue-Felony; *Violations of the law shall be reported to LCISD Police and forwarded to the proper authorities.*

*Denotes discretionary DAEP placement **Denotes mandatory DAEP placement +Denotes discretionary expulsion ++Denotes mandatory expulsion ^Denotes police documentation required for expulsion

| Minor Offenses | Major Offenses | Major Offenses / Discretionary Removal Offenses (DAEP) | Mandatory (DAEP) or discretionary expulsions | Expellable Offenses Expulsion Placements must be supported with Police Report |
|---|--|--|--|---|
| Required minimum: Reprimand/Verbal correction Student Conference Confiscation (if applicable) Administrative Fee (cell phone - \$15 for 2 nd offense and beyond) | Required minimum: Discipline referral documentation Confiscation (if applicable) Parent contact Student Conference | Required minimum: Discipline referral documentation ISS OSS (3-day max.) Parent contact /conference Student Conference | Required minimum: Discipline referral documentation ALC Administrator notifies LCISD Police Parent contact and conference Student Conference Restitution (for damage of school property if applicable) Loss of privileges Removal from extra-curricular activities | Required minimum: Discipline referral documentation Expulsion Police Notification Parent contact and conference Student Conference |
| Optional: Cooling off time Discipline referral Parent contact Dress correction (dress code) Short term class removal Loss of privileges After School Detention Bus suspension (BUS) Parking privilege suspension Restorative practices (RP) | Optional: ISS OSS (3-day max.) Loss of privileges Removal from extra-curricular activities Saturday school Class reassignment After school detention Restorative practices (RP) ALC discretionary | Optional: ALC discretionary noted by * Class reassignment Police Notification Loss of privileges Removal from extra-curricular activities Restorative practices (RP) | Optional: OSS (3 days max) Assign Campus Service Opportunities Repairing, repainting, or cleaning for damages | Based on Chapter 37.007 of the Texas Education Code |

Discipline levels are not limited to only those behaviors represented in the chart above.

All Expulsion Placements must be supported with Police Report

Mandatory Expulsion Placements will be placed at ALC or JJAEP

Discretionary Expulsion Placements will be placed at ALC or JJAEP

Expulsion days can range from 30 school days to 173 school days at JJAEP

On campus also includes school sponsored events

Director of Student Discipline is the Hearing Officer for all Expulsion Placements

In deciding whether to order DAEP or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent,
3. The student's disciplinary history,
4. Homelessness, and
5. Conservatorship of DFPS

[TEC 37.001(a)].

Discipline management alternatives or alternative educational programs for students with disabilities, IDEA and 504 eligible, must be consistent with the student's educational plan

(Individual Educational Plan or Instructional Plan).

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher refers a student to the principal's office as a discipline management technique. The administrator may then employ additional techniques.

Formal Removal

A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator may remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student To Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

IN-SCHOOL SUSPENSION (ISS)

Grades Pre-K - 12

This program provides for removing a student from regular classes while allowing the student to remain on his/her assigned campus. The objective is for students to understand that appropriate behavior leads to the right to attend class and to make a commitment to appropriate class/school behavior.

OUT OF SCHOOL SUSPENSION (OSS)

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of the law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The number of days of a student's suspension shall be determined by the appropriate administrator but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take

into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

While suspended, the student is not allowed on any LCISD property, and may not participate/attend extracurricular or after school events.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)/Alternative Learning Center (ALC) PLACEMENT

The DAEP/ALC shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP/ALC, elementary classification shall be kindergarten (age 6) – grade 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP/ALC in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP/ALC placement does not have to be placed in a DAEP/ALC in addition to the expulsion. In deciding whether to place a student in a DAEP/ALC, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the

- student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
 6. A student's status as homeless.

DISCRETIONARY PLACEMENT IN DAEP/ALC

Misconduct That May Result in DAEP Placement:

Misconduct Identified In State Law

In accordance with state law, a student may be placed in a DAEP/ALC for any one of the following offenses:

1. Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
2. Involvement in criminal street gang activity. (See glossary.)
 - Wearing or possessing gang-related items.
 - Committing any act or communicating verbally or nonverbally that shows membership in or affiliation with a gang.
 - Using any speech or committing any act to further the interest of any gang or gang activity such as soliciting membership or engaging in concert with others to intimidate, fight, assault or threaten to assault others.
 - The student meets two (2) or more of the following criteria:
 - admits to gang membership,
 - is involved in gang-related activity
 - is involved in gang-related writings/graffiti
 - presents himself/herself as a gang member by dress or hand gestures.
3. Criminal mischief, not punishable as a felony.
4. Assault (no bodily injury) with threat of imminent bodily injury.
5. Assault by offensive or provocative physical contact.
6. Major offenses as defined by the Code of Conduct Summary.
7. Under LCISD Policy, but not in accordance to State policy; a student, age six and older, may be placed in a Disciplinary Alternative Education Program if the student commits any of the following offenses on or within 300 feet of school property or while attending a school-sponsored or school related activity on or off school property unless otherwise stated. The student may have received a police citation in regard to this activity. The student may be suspended pending a formal conference:
 - The student verbally assaults, using profanity directed to any volunteers. This is in accordance when the evidence shows the volunteer did not provoke or instigate the verbal assault. This must happen twice in one school year to be considered for a DAEP/ALC placement.
 - The student physically assaults any volunteers. This is in accordance when the evidence shows the volunteer did not provoke or instigate the physical assault.

- The student verbally or physically threatens any volunteers. This is in accordance when the evidence shows the volunteer did not provoke or instigate the threat.

In accordance with state law, a student may be placed in a DAEP/ALC if the superintendent or the superintendent’s designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator may, but is not required to, place a student in a DAEP/ALC for off-campus conduct for which DAEP/ALC placement is required by state law if the administrator does not have knowledge of the conduct.

MANDATORY PLACEMENT IN DAEP

Misconduct That Requires DAEP/ALC Placement

A student must be placed in a DAEP/ALC if the student:

1. Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
2. Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of the offense or an offense relating to abusable glue or aerosol paint or relating to abusable volatile chemicals under Sec. 485.031 through 485.035 of Health and Safety Code.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
3. Engages in expellable conduct and is between six and nine years of age.

4. Commits a federal firearms violation and is younger than six years of age.
5. Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
6. Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

If the student subject to removal is a student with disabilities who receives special education services, the placement and/or term of the removal is subject to federal law.

Sexual Assault And Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or disabled individual, or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP/ALC.

Process

Removals to a DAEP/ALC shall be made by the designated administrator.

Conference

When a student is removed from class for a DAEP/ALC offense, the appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal. Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration Of Mitigating Factors

In deciding whether to place a student in a DAEP/ALC, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP/ALC, the appropriate administrator shall write a placement order. A copy of the DAEP/ALC placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP/ALC and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent/guardian of a student placed in DAEP/ALC shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length Of Placement

The student's placement in a DAEP/ALC shall be determined by the designated administrator.

The duration of a secondary student's placement in a Disciplinary Alternative Education Program shall be determined based on the severity of the offense or number of removals to the DAEP/ALC within a 12-month period. Assignments are made to ALC for up to 173 days. Early Release Consideration is based on attendance, grades, participation in counseling, PBIS points, and discipline. The final decision shall be made by the DAEP/ALC Administrator. Parents must attend weekly education and support sessions, hosted by Fort Bend County Regional, during the term of assignment.

The duration of an elementary student's placement in a DAEP/ALC is 15-20 days. Time can be extended based on the student's response to the program. Before the end of the assignment, the student will be reintegrated into the classroom with support.

The district shall administer the required pre-and post-assessments for students assigned to DAEP/ALC for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP/ALC may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP/ALC placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP/ALC at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement. For placement in a DAEP/ALC to extend beyond the end of the school year, the designated administrator must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP/ALC to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP/ALC should be addressed to the campus principal then Administrator for Student Discipline and Placement in accordance with policy FOC(LEGAL) within three school days. A copy of this policy may be obtained from the principal's office or the central administration office or through Policy Online at the following address: www.LCISD.org. Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP/ALC cannot be appealed beyond the Administrator for Student Discipline and Placement.

Restrictions During Placement

State law prohibits a student placed in a DAEP/ALC for reasons specified in state law from attending or participating in school- sponsored or school-related extracurricular activities.

The district does not provide transportation to students in a DAEP/ALC.

For seniors who are eligible to graduate and are assigned to a DAEP/ALC at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP/ALC placement order.

Placement Review

A student placed in a DAEP/ALC shall be provided with a review of his or her status, including academic status at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP/ALC the student engages in additional conduct for which

placement in a DAEP/ALC or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate DAEP/ALC Administrator may enter an additional disciplinary order as a result of those proceedings.

Notice Of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP/ALC for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP/ALC for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP/ALC and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who

enrolls in the district and was assigned to a DAEP/ALC in an open-enrollment charter school or another district. The district may place the student in the district's DAEP/ALC or a regular classroom setting.

A newly enrolled student with a DAEP/ALC placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP/ALC placement in the receiving district.

If the student was placed in a DAEP/ALC by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP/ALC.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP/ALC. See policy FOCA (LEGAL) for more information.

PLACEMENT AND/OR EXPULSION FOR SERIOUS OFFENSES

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders a JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings, and the following circumstances exist in relation to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

1. Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
2. Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
3. Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
4. Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
5. Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in

connection with the conduct.

Hearing And Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length Of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent, and or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history. [TEC 37.001(a)]
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

DISCRETIONARY EXPULSION

Misconduct That May Result in Expulsion

Any Location

A student may be expelled for:

1. Engaging in the following, no matter where it takes place:
 - a. Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - b. Criminal mischief, if punishable as a felony.
2. Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - a. Aggravated assault.
 - b. Sexual assault.
 - c. Aggravated sexual assault.
 - d. Murder.
 - e. Capital murder.
 - f. Criminal attempt to commit murder or capital murder.
 - g. Aggravated robbery.
 - h. Breach of computer security.
3. Engaging in conduct relating to a bomb threat or a terroristic threat involving a public school.

At School, Within 300 Feet, Or At A School Event

A student may be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet Of School

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun, or a location-restricted knife, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property Of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While In DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the District's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07,
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03,
 - d. Personal hazing under Penal Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

MANDATORY EXPULSION

Misconduct That Requires Expulsion

Federal Law

A student must be expelled for bringing to school a firearm, as defined by federal law, when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off

school property: “Firearm” under federal law includes:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any such weapon.
3. Any firearm muffler or firearm weapon.
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Penal Code

A student must be expelled for any of the following offenses that occur on school property or while attending a school- sponsored or school-related activity on or off school property:

1. Unlawfully carrying on or about the student’s person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) Note: A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See glossary.)
2. Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
3. Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
4. Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the Administrator of Student Discipline and Placement shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension
- DAEP

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing written notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent or designee authority to conduct hearings and expel students.

Expulsion Appeal

After the initial expulsion hearing, the student or student's parent(s)/guardian(s) may request an appeal of the expulsion order. The student or parent/guardian must submit a written request to the superintendent or designee within seven days after receipt of the written decision.

Upon receipt of a notice of appeal, the Superintendent or designee shall convene an impartial evidentiary hearing to consider the proposed expulsion. The Superintendent may elect to refer the matter to a hearing officer or a panel consisting of three administrators designated to act on the Superintendent's behalf. In the event a hearing officer or panel is appointed, the panel members shall prepare a written recommendation to the Superintendent based upon the evidence presented at the hearing.

A student appealing a recommendation for expulsion is entitled to receive procedural due process as required by the federal and state constitutions. Procedural rights include the following:

- The right to be represented by legal counsel or an adult who is not a District employee, unless the District employee is the student's parent/ guardian.
- Prior notice of potential witnesses for the District.
- An opportunity to testify and present evidence and witnesses in the student's defense.
- An opportunity to question the witnesses called by the district at the hearing. Expulsion hearings shall be recorded by audio recording.

Board Review Of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. The consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Administrator for Discipline and Placement shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code. If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length Of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below:

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the

superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement Of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA (LEGAL) and FODA (LEGAL) for more information.

REMOVAL TO FORT BEND COUNTY ALTERNATIVE SCHOOL, A JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

Lamar CISD provides a community-based Juvenile Justice Alternative Education Program (JJAEP) in conjunction with Fort Bend County Commissioners Court, Juvenile Board, Juvenile Probation Department and other school Districts in Fort Bend County. Students who have committed serious offenses and who have been expelled as mandated by Texas Education Code Subchapter G, Section 37 shall be reassigned to the Fort Bend County Alternative School (JJAEP). Uniform dress is required. The setting is referenced as a Juvenile Justice AEP as defined by Texas Education Code Section. 37.011 and has been cooperatively developed as specified in an inter-Local agreement. The length of assignment is determined by the judicial system as specified by the memorandum of agreement with Juvenile Justice authorities.

Instruction is provided in English/Language Arts, mathematics, science, social studies and electives, and inclusive support services are provided, as appropriate for each student. Self-discipline is taught by both school staff and county drill instructors, who are assigned full-time at the school. The program is highly structured and involves parents, educators, county staff, and students in the process of developing the behavior and skills necessary for productive adult living. Students must demonstrate significant improvement in school attendance, academic achievement, and behavior, both at school and in the community, prior to release. Parents are also encouraged to attend education and support meetings.

Funding for the Juvenile Justice Alternative Education Program has been agreed upon by the Board of Trustees and Fort Bend County. Each participating entity has committed funds and resources. Lamar CISD serves as the fiscal agent for the education portion of the program. Fort Bend County funds maintenance, operations, and non-instructional personnel.

FOC (LEGAL), FODA (LEGAL), and FOE (LEGAL) have all been modified in accordance with HB 2532, which permits a district to expel a student for Title 5 felony conduct and place the student in either a DAEP or a JJAEP.

HB 2532 also prompted revisions to FOE (LEGAL) regarding a student who is required to register as a sex offender. The district must remove the student from the regular classroom and determine an appropriate placement - either DAEP, JJAEP, or the regular classroom, depending on whether the student is under court supervision. A review committee must examine the student's placement at the end of the first semester of placement and make a recommendation to the board or designee regarding continued placement or return to the regular classroom. The board or designee may reject the committee's recommendation only if it makes certain determinations as detailed in policy.

SPECIAL EDUCATION STUDENTS

Discipline of students with disabilities shall be in accordance with state and federal law.

Disciplinary Alternative Education Program placement of a student with an IDEA disability, who receives special education services may be made only by a duly constituted Admission, Review and Dismissal (ARD) committee when that placement will exceed 10 or more cumulative days, or if the placement constitutes a change of placement under special education law. A student with a disability who receives special education services may not be placed in Disciplinary Alternative Education Programs (DAEP) solely for educational purposes. The special education students' ARD committee shall determine disciplinary action in accordance with federal law and regulations, including the provision of:

1. Functional behavior assessments
2. Positive behavioral interventions, strategies & supports
3. Behavioral Intervention Plans
4. A manifestation determination review including a review of appropriate educational placement.

Any placement of a special education student that lasts more than 10 cumulative school days is considered as a change of placement. If a change of placement is to occur, the ARD committee must first determine if the inappropriate behavior of the student is a manifestation of the disabling condition or inappropriate educational program of the student. The ARD may place a special education student in the Disciplinary Alternative Education Program (DAEP) for up to 45 days, regardless of the manifestation determination when that student has committed a drug, weapons or serious bodily injury offense that requires a mandatory removal.

504 Students

Disciplinary Alternative Education Program placement of a student with a §504 disability may be made only by a §504 Committee when the placement will exceed 10 or more cumulative days. The §504 Committee must review the manifestation determination and determine if the behavior involved was not a manifestation of the student's §504 disability nor inappropriate placement. A student who commits a drug, weapons, or serious bodily injury offense which results in mandatory removal offense must be placed at the Disciplinary Alternative Education Program.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

§504 Committee

The Campus 504 committee shall include person(s) knowledgeable about the student, the meaning of the evaluation data, the placement options, the legal requirement to place a disabled child in the least restrictive environment, and the legal obligation to provide comparable facilities, accommodations, and services to disabled students. This committee is assigned the task of reviewing the evaluations and making placement decisions on a student with §504 disabilities. The committee must also make behavior manifestation decisions when a §504 student engages in misconduct. Any child who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, and may be based upon academic or nonacademic issues.

Abuse

Improper or excessive use

Accelerated Instruction

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

ACT

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

Admission, Review And Dismissal Committee (ARD)

A committee assigned the task of reviewing evaluations and making placement decisions on eligible special education students. The ARD Committee is responsible for developing an appropriate individual education plan (IEP) in the least restrictive environment (LRE) for each student. The ARD Committee also develops behavior intervention plans (BIPs) and determines the relationship between a student's misconduct and his/her disability, when appropriate. The eligible student and his or her parents are members of the committee.

Aggravated Robbery

Is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, If the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Appeal

A request for a higher authority to review the actions taken by another level of disciplinary authority. Normally, an appeal will be a request to the Board of Trustees to overturn a decision by the Superintendent to expel a student from educational privileges.

Armor-Piercing Ammunition

Handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within its property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault

Defined in part by Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another. Texas Penal Code 22.01 (a)(2) as intentionally or knowingly threatening another imminent bodily injury; and Penal Code 22.01 (a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Attendance Review Committee

Sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 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 lost because of absences.

Breach Of Computer Security

Includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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

Chemical Dispensing Device

A device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Citation

An official summons to appear before a court for violation of the Texas Penal Code, Texas Family Code and/or the Texas Education Code.

Club

An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Controlled Substance

A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2- A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal Street Gang

Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying

Defined by Section 37.0832 of the Education Code as bullying that is done using any electronic communication device, including using a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

DAEP

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

Dating Violence

Occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly Conduct

Occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred Adjudication

An alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution

May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent Conduct

Conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Detention

For minor infractions of the code of conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his/her version of the incident. When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older, the detention shall not begin until the parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

Discretionary

Means that something is left to or regulated by a Local decision maker.

E-Cigarette

Means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

EOC Assessments

End-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-12 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

Explosive Weapon

Any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

Expulsion

A denial of educational privileges of a student based upon misconduct defined in the student code of conduct. The Superintendent of Schools has been authorized to expel students from school. An expulsion is appealable to the Board of Education. Expelled students are assigned and required to attend a Disciplinary Alternative Education Program.

False Alarm Or Report

Occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

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.

Firearm

Is defined by federal law (18 U.S.C. 921(a)) as:

Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;

The frame or receiver of any such weapon;

Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or

Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

Graffiti

Markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another.
 - a. Initiating communication and, during the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
 - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other

- substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
 4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit List

A list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

IEP

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

Improvised Explosive Device

Defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent Exposure

Defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intervention Strategy

Defined by Texas Education Code Section 26.004 as a strategy in a multi-tiered system of supports (MTSS) that is above the level of instruction generally used in that system with all children.

Intimate Visual Material

Defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

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.

Insubordination

Failure to follow directives given by persons in authority.

Location-Restricted Knife

Defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Look-Alike Weapon

An item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Knuckles

Any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine Gun

Any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory

Means that something is obligatory or required because of an authority.

Paraphernalia

Devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Graduation Plan (PGP)

Recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

Possession

To have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited Weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device

Public Lewdness

Defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Publications

Distribution of written materials is regulated and subject to the following guidelines:

1. Distribution may be limited in order to prevent substantial interference with normal school operation in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the material to be distributed shall conform to the following standards:
 - a. Materials that are sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Materials may not be forbidden if the specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by teacher.
 - c. Libelous material may be prohibited from distribution.
 - d. Publications that criticize Board members or school officials or advocate violation of school rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication.
 - e. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
 - f. Hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence will be banned. Only material that could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.
4. Prior Review: All students' publications and other written material intended for distribution to students shall be submitted for prior review according to the following procedures:
 - a. Material shall be submitted to the building campus administrator or a designee for review.
 - b. The campus administrator or a designee shall approve or disapprove submitted material within 24 hours of the time the material is received. Failure to act within the 24-hour period shall be interpreted as disapproval.
 - c. The student may appeal disapproval to the Superintendent, who shall decide the appeal within three days of its receipt. Failure of the Superintendent to act within the three-day period shall be interpreted as disapproval.
 - d. The student may appeal disapproval by the Superintendent to the Board. The student shall notify the Superintendent of the appeal and request the matter be placed on the agenda for the next Board meeting. At that Board meeting, the student shall be given a reasonable period of time to present his/her view.
5. Each school campus shall designate an area where materials over which the school does not exercise control, but that have been approved for distribution to students, may be made available to students or distributed to students in accordance with the time, place and manner of restrictions developed and approved by the campus principal. (Policy FMA-Local)

Public School Fraternity, Sorority, Secret Society, Or Gang

An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable Belief

That which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

SAT

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

School Property

Includes public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities. This also includes District owned and/or controlled personal property, i.e., equipment, desks, books, etc.

Searches

LCISD officials may search a student or a student's property with reasonable cause or with the student's free and voluntary consent. Vehicles on school property are also subject to search by school officials. Areas such as lockers, which are owned and jointly controlled by the District, may be searched if reasonable cause exists to believe that contraband is inside the locker. Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by District policy or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function. All locks must be school owned. Searches of student's outer clothing and pockets may be conducted if reasonable cause exists. Highly intrusive invasions of a student's privacy, such as searches of the student's person, shall be conducted by an administrator only if reasonable suspicion exists to believe that the student possesses contraband.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the District may contact Local law enforcement officials and turn the matter over to them. Illegally parked cars will be towed. Trained dogs' sniffing of cars, student belongings, and lockers does not constitute a search under the fourth amendment. The alert of a trained dog to a locker, student belongings, or car provides the reasonable suspicion or cause.

Section 504

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.

Self-Defense

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect him or herself considered appropriate and will be considered as a mitigating circumstance only when the student has a reasonable belief that the force is immediately necessary to protect him or herself against the other's use or attempted use of force that could result in serious bodily injury. Verbal assault or threat is never enough to justify self-defense. Reasonable

belief in the school setting means a belief that would be held by the school principal in the same circumstances as the actor. Each student is responsible for making every effort to avoid the use of any force and is advised to remove him or herself from the situation if at all possible. The District does not condone or authorize students to use force against another individual, even if that individual provokes or instigates a fight or altercation.

Serious Bodily Injury

Bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 18 USC

Serious Misbehavior

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152;
 - e. Harassment under Section 42.07(a)(1), Penal Code of a student or district employee.

Serious Or Persistent Misbehavior

Include but are not limited to:

1. Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
2. Behavior identified by the district as grounds for discretionary DAEP placement.
3. Actions or demonstrations that substantially disrupt or materially interfere with school activities.
4. Refusal to attempt or complete schoolwork as assigned.
5. Insubordination.
6. Profanity, vulgar language, or obscene gestures.
7. Leaving school grounds without permission.
8. Falsification of records, passes, or other school-related documents.
9. Refusal to accept discipline assigned by the teacher or principal.

Secret Societies

Students shall not become members of any organization or gang composed wholly or in part of students of public schools below the rank of college or junior college that seeks to perpetuate itself by taking in additional members from the students enrolled in such school on the basis of the decision of its membership, rather than upon the free choice of any student in the school, who is qualified under the rules of the school, to fill the special aims of the organization. It shall be unlawful for any person while on LCISD property to solicit any LCISD student to join or pledge to join any fraternity, sorority, or secret society, or solicit any student to attend a meeting thereof, or any meeting where membership therein is encouraged.(Texas Education Code 37.121)

SHAC

Stands for School Health Advisory Council, a group of at least five members, a majority of who 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.

Short-Barrel Firearm

A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

STAAR

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 Alternate 2

An alternate state-mandated assessment designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

State-Mandated Assessments

Required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code Of Conduct

Developed with the advice of the district-level committee and adopted by the board; identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. 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.

Student Support Team

A committee formed on each campus to address individual student educational concerns and other needs, with the purpose of increasing the student's achievement and success in school. Members include the student's teacher(s), principal or assistant principal, and counselor; and may also include the student and parents. Nurses, diagnosticians, social workers and other specialists who can be helpful are also invited.

Students Taken Into Custody

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the campus administrator shall verify the official's identity and to the best of his or her ability, verify the official's authority to take custody of the student, and then shall deliver over the student. The campus administrator shall immediately notify the Superintendent or designee and, unless the officer or other authorized person objects, shall notify the parent or other person having lawful control of the student.

Suspension From School

A period of time in which students are denied their educational privileges due to misconduct as defined in the student code of conduct. Suspensions are limited to 3 consecutive school days.

Suspension From Bus

A period of time in which students are not allowed to utilize district transportation services due to misconduct as defined in the student code of conduct. Students may also be suspended from school transportation services. Suspension from school transportation services will be determined by

administrative action which will determine the length of suspension.

Switchblade

Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

TELPAS

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

TELPAS ALT

TELPAS Alternate assessment meets the federal requirement mandated under Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency assessment for EB students with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

Terroristic Threat

A threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire Deflation

Is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 Offenses

Crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02,-.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 –.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;

- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04 ;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09, [See FOC(EXHIBIT).]

UIL

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

Under The Influence

Lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use

Voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip Gun

A device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

2023 - 2024 Instructional Calendar

3911 Avenue I, Rosenberg, Texas 77471 • 832.223.0000 • www.LCISD.org

Pre-Start Staff Development

July 27, July 31.....New Teacher Staff Development
 Aug. 1.....Opt Out Day
 Aug. 2-Aug.9.....Pre-Start Staff Development
 Aug. 10, Aug. 11.....Pre-Start Teacher Workdays

Student & Staff Holidays

July 4.....Independence Day
 Sept. 4.....Labor Day
 Sept. 29.....Fort Bend County Fair Day
 Oct. 6 - Oct. 9.....Fall Break
 Nov. 20 - 24.....Thanksgiving Break
 Dec. 18 - Jan. 1.....Winter Break
 Jan. 15.....MLK Day
 Mar. 11 - 15.....Spring Break
 Apr. 1.....Spring Holiday
 May 27.....Memorial Day
 June 19.....Juneteenth

Staff Development & Student Holidays

Oct. 27, Jan. 2, Feb. 19, Mar. 29 (DMA), May 24

Early Dismissal / Teacher Work Day or Staff Development

Nov. 17, Dec. 15, Mar. 8, May 23

Information and Notes

Instructional Days169 Full + 4 Half = 173
 Total Minutes77,055

Grading Periods

Elementary (K-5) Grading Periods

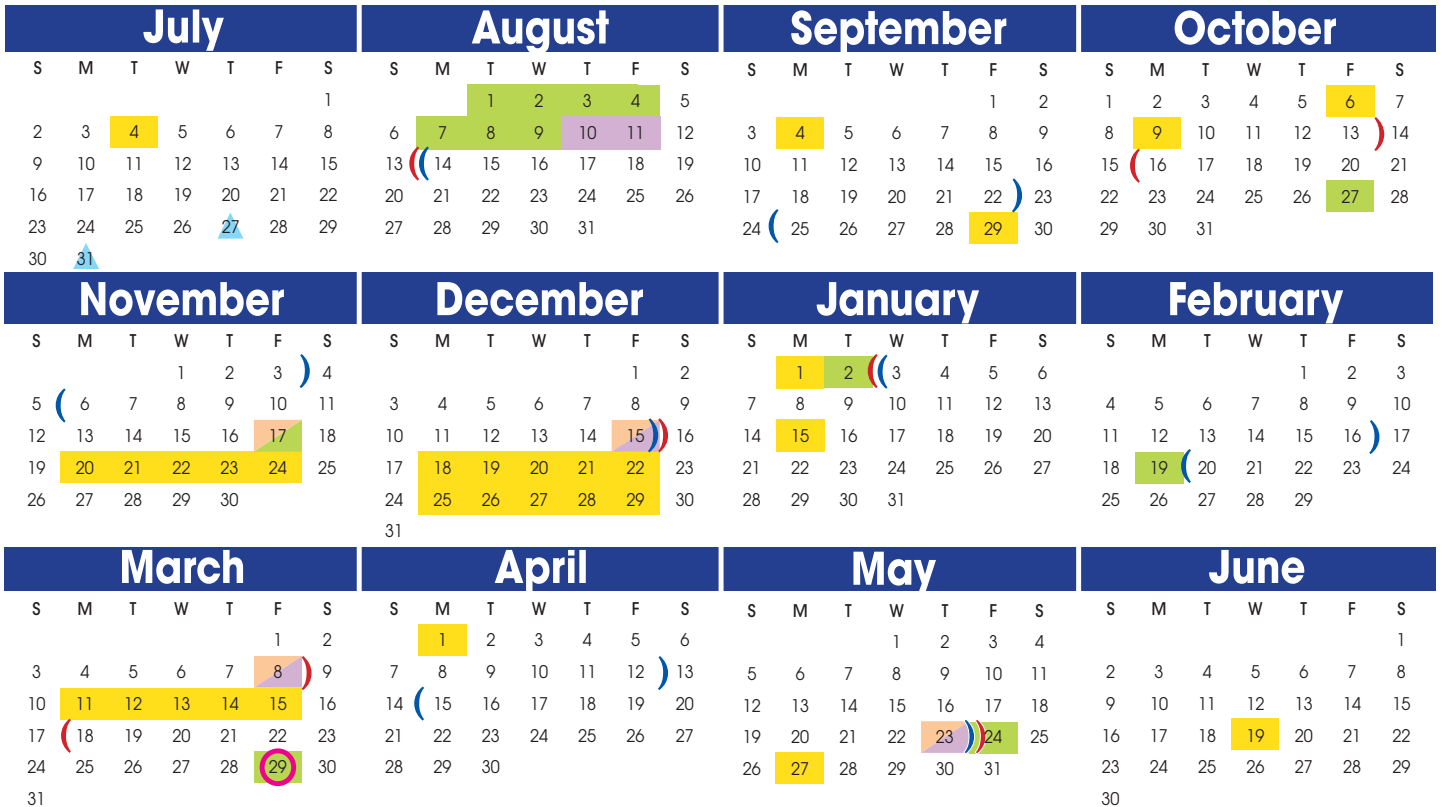
| Elementary | Dates | Inst Days |
|------------|-------------------|-----------|
| 1 9 W | Aug. 14 - Oct. 13 | 41 |
| 2 9 W | Oct. 16 - Dec. 15 | 39 |
| 3 9 W | Jan. 3 - Mar. 8 | 46 |
| 4 9 W | Mar. 18 - May 23 | 47 |

Total Instruction Days 173

Secondary (6-12) Grading Periods

| Secondary | Dates | Inst Days |
|-----------|-------------------|-----------|
| 1 6 W | Aug. 14 - Sep. 22 | 29 |
| 2 6 W | Sep. 25 - Nov. 3 | 26 |
| 3 6 W | Nov. 6 - Dec. 15 | 25 |
| 4 6 W | Jan. 3 - Feb. 16 | 32 |
| 5 6 W | Feb. 20 - Apr. 12 | 32 |
| 6 6 W | Apr. 15 - May 23 | 29 |

Total Instruction Days 173



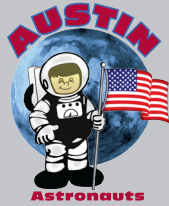
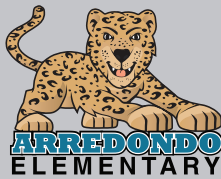
- Legend**
- Yellow box: Student and Staff Holiday
 - Green box: Staff Development and Student Holiday
 - Purple box: Workday/Student Holiday
 - Blue box: Six/Nine Weeks Begins/Ends
 - Blue triangle: New Teacher Staff Development Day

- Circle with slash: Teacher DMA Day and Student Holiday
- Orange triangle: Early Release Day
- (K-5) Group A 11:15 a.m.
- (K-5) Group B 11:45 a.m.
- (High School) 12:25 p.m.
- (Middle & Junior High) 1:05 p.m.



A PROUD TRADITION | A BRIGHT FUTURE

*Board approved on March 21, 2023 | Revised April 2023



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