2018-2019

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 Director of Special Programs 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 wonderfully successful year for our students.

This handbook is for parents and students. We hope it will answer many of your questions and tell you 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 the school office by 8:15 a.m. When the child returns to school, send a signed note giving dates and reason for absence from a parent, medical professional or court official.

Your child is tardy: Child must report to the office for admittance slip before going to class, preferably with a signed note giving reason for tardiness. Accumulated time of tardies are 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 prior to 2:00 pm. 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 by 2:00pm or 30 minutes prior to dismissal of the school day on early release days. 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 dated note from the parent identifying the student, the medication, the amount and time it is to be given. Medication must be kept in the school clinic at all times. 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 evening 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 that the teacher or principal can call you. State law does not allow anyone to interrupt a class.
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 picture id that can be scanned into our Raptor system which is located at every campus. Those individuals, who are not a parent, guardian or grandparent of a child in our school system, are required to an online background check.

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


closecaption

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

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

CONSENT TO DISPLAY A STUDENT’S ORIGINAL WORKS AND PERSONAL INFORMATION
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 cocurricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain setting.

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 family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

“OPTING OUT” OF PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing 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.

**TUTORING OR TEST PREPARATION**

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

The school may also offer tutorial services, which students whose grades are below 70 will be 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, and 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,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

**AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS**

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible”
A 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 at Objecting to the Release of Directory Information are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

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

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

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 disclose 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
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 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.

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

Individuals with Disabilities in Education Act

Under the individuals with Disabilities in Education Act ("IDEA"), eligible students are entitled to a free, appropriate public education ("FAPE"). The parent may request that an ARD committee consider whether or not the use of a service animal is necessary in order for the student to receive a FAPE. If the ARD Committee determines that the student can be provided FAPE without the use of the animal, the animal does not become a related service or support under a student’s IEP.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

Under the Americans with Disabilities ("ADA") and Section 504 of the Rehabilitation Act (Section 504), schools are generally required to allow a disabled individual to be accompanied by a service animal, so long as the animal meets the ADA definition of "service animal," the animal is under the control of its handler, is housebroken, and does not pose a direct threat to the health and/or safety of others. Exclusion of an animal could be discrimination based on disability. The ADA requires public entities to appoint a person to handle claims of disability discrimination, the Section 504 Coordinator (See Board Policy FB and FFH). Additionally, the §504 committee should convene to apply the ADA guidelines and determine if additional accommodations are needed for access or for an equal educational opportunity.
STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION SERVICES

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

At any time, a parent is entitled to request an evaluation for special education services. Within 15 school days, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 45 school days of written consent. The district must give a copy of the report to the parent.

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

Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, A Guide to the Admission, Review, and Dismissal Process. Both documents may also be found at:


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

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

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

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).]

STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

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

STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

A child 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 will qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

For questions or concerns regarding a referral for evaluation applicable to Section 504 call 832-223-0400. [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

COMPULSORY ATTENDANCE LAW

AGE 19 AND OLDER

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 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.

EXEMPTIONS TO COMPULSORY ATTENDANCE

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

The District shall excuse a student from attending school for the following purposes:

- **Religious holy days**

  Observing religious holy days. A student who is observing holy days is allowed up to one day of excused travel for traveling to the site where the student will observe the holy days and up to one day of excused travel for traveling from that site. 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 and individual religious rites do not qualify as religious holy days. For an excused (and uncounted) 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).

  A comprehensive list of holy days can be found here [http://www.interfaithcalendar.org/index.htm](http://www.interfaithcalendar.org/index.htm).

- **Required court appearances**

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

  **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**

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

- **Health-Care Appointments**

  Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A student shall be excused for temporary absence resulting from appointments with health care professionals for the student or the student’s child if the student attends school any portion of a class on the day of the appointment with a signed statement from the health care professional. The student will not be penalized for that absence and shall be counted as having attended for purpose of calculating the Average Daily Attendance. Parents are encouraged to make medical appointments during non-school hours.

- **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**

  Is 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 a 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.

**FAILURE TO COMPLY WITH COMPELLSORY 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 on ten or more days or parts of days within a six-month period in the same school year

**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**

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day at 9:30 a.m.

**DOCUMENTATION AFTER AN ABSENCE**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent, medical professional or court official giving the dates 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 considered to be in violation of compulsory attendance laws.

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

**TARDY**

Students who do not arrive in class by 7:30 am are tardy and are subject to disciplinary action.

**LATE ARRIVAL/EARLY DEPARTURE**

Students are considered tardy if they are not in their classroom at 7:30 am (or 11:00 am for children attending afternoon sessions only). Accumulated times of tardies are calculated by minutes in lost instructional time. Whenever it is necessary for your child to be absent, notify the school office before 8:15 am and when the child returns to school, send a signed and dated note from a parent or medical provider stating the reason for the absence.

**ABSENCE NOTIFICATIONS**

When a student reaches three absences per semester, the parent will 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.
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:
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.

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

A copy of the district’s policy is available 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 campus counselors and 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 of parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

CAFETERIA SERVICES

It is the goal of the Lamar CISD Food Service 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 $15.00. A low balance reminder will be sent home to elementary students and an automated phone call will occur, for all students, when a negative balance appears on the student’s account. If a student reaches the charge limit of $15.00, an alternate breakfast of a cereal and milk will be provided at no cost. During lunch service a cheese sandwich and milk will be provided at no cost until the negative balance is paid or 5 alternate meals have been served. After 5 alternate meals families should make other arrangements for meals during the school day. A la carte items are not available for charging. This policy will be consistent for all grade levels on all campuses.

Parents are encouraged to put funds on the student account prior to meal service. Payments can be made at each campus cafeteria with cash or check. Also, payments can be made online at www.schoolcafe.com. At SchoolCafe, parents can set up 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 Food Services 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 and School Breakfast Programs 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 are prohibited from engaging in breaking 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 food service 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 (e.g. 30 minutes after the end of instruction on campus)
- Food items sold in concession stands after the end of the school day (e.g. 30 minutes after the end of instruction on campus)
- 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 Food Service Office at the beginning of each school year for approval.

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.

Because of the time constraints, the treat is limited to one item per classmate and it must be a store purchased single serve item (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 their child’s birthday, parents and grandparents may be held personally liable for an adverse reaction a student may have as a result 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 (diabetes)
- Liability assumed by person bringing in food

CELEBRATIONS/PARTIES

School parties 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. Invitations to individual parties may not be distributed at school.

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 he/she needs 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 Food Services website. NOTE: Lamar CISD Food Services 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 Food Services office. Dietary accommodations will be arranged once Food Services 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 Food Services 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.

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.lcisd.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 headaches.

Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.
As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

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

- http://taasa.org/resources-2/

Reports of abuse or neglect may be made to:

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

### COMPLAINTS AND CONCERNS

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 Executive Director 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 EHBABE, 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 on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction. 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.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

SOCIAL EVENTS

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. 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. He/she conducts activities in the classroom by providing comprehensive services encompassing the areas as outlined by the Texas Education Agency: Guidance, Individual Planning, Responsive Services, and System Support.
DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

**DISCRIMINATION**

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

**HARASSMENT**

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

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

**SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT**

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student is prohibited. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships between students and district employees are prohibited, even if consensual.

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

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

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

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

**RETALIATION**

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

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

**REPORTING PROCEDURES**

Any student who believes that he or she has experienced 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 districts officials to whom to make a report.

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FF1 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 FF1, an investigation of bullying will also be conducted.

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

**INVESTIGATION OF REPORT**

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

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

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

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

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**DISRUPTION OF INSTRUCTIONAL TIME**

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

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<th>ITEM</th>
<th>ACCEPTABLE DRESS</th>
<th>SPECIAL COMMENTS AND INTERPRETATIONS</th>
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| Shirts, Blouses | Shirts/blouses may be:  
- Any collared shirt/blouse  
- T-shirts and other pull-over tops  
- Sweatshirts  
- School designs/logos, brand names and/or other appropriate words are acceptable | Students are prohibited from wearing shirts/blouses that:  
- 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.  
Undershirts, tank tops, spaghetti straps, blouses or clothing that exposes cleavage or the midriff when the arms are raised may not be worn. |
| Pants, Slacks | Acceptable pants/slack are worn at the waist, belted, if appropriate, and not “baggy”. | Pants/slacks may not be:  
- Made of inappropriate form-fitting materials.  
- Made of see-through/sheer material.  
- Baggy, sagging, or oversized.  
- No pajamas  
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 covering to mid-thigh length. |
| Shorts | Acceptable shorts are no shorter than mid-thigh for all grades. | Shorts may not be:  
- Made of inappropriate form-fitting materials.  
- Baggy, sagging, or oversized.  
- Boxers or pajamas.  
- Made of see-through/sheer material.  
No holes or tears above mid-thigh are acceptable unless worn over leggings or tights. |
| Dresses, Skorts, Skirts | Dresses/skorts/skirts are:  
- Worn at the waist (skirts/skorts).  
- No shorter than mid-thigh for all grades.  
Dress tops must meet the guidelines required for blouses and shirts. | Dresses/skorts/skirts may not be of revealing or form-fitting materials.  
Slits in skirts or dresses must not be higher than mid-thigh.  
Dresses/skorts/skirts must be no shorter than mid-thigh regardless of whether leggings are worn. |
| Shoes | Shoes must be:  
- Worn at all times.  
- Chosen for safety and health reasons and for quietness.  
Athletic shoes with a rubber sole, closed toes, and full support around the heel should be worn for PE. | Shoes over 1 inch high, “slides”, and flip-flops are not recommended for safety reasons.  
House shoes and shoes with wheels are not acceptable. |
| Hair | Hair must be clean, well-groomed and out of the eyes, and shall be a non-distracting hair color that is styled in a way that is neither distracting nor conspicuous. | Males must be clean shaven.  
Hair styles that create a safety hazard or a material/substantial disruption are not permitted. Hair shall not be psychedelic colors nor have letters or designs shaved in their head. |
| Accessories | Earrings, hair jewelry, watches, bracelets, rings and necklaces that are not a safety hazard or a material or substantial disruption may be worn. | Jewelry that is considered gang-related is not allowed.  
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 |
General

| School-approved uniforms for physical education, athletics, pep rallies, etc., may be worn only during the class or activity for which they are approved. For unique special events the campus administration may establish event-specific dress code requirements. |
|---|---|
| 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. 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. Tattoos, accessories, jewelry, and clothing that contain vulgar or inappropriate pictures, vulgar or inappropriate words or drawings, or gang-related markings are not permitted. |

The district’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Any article of clothing or grooming 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.

**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 program. If a student is experiencing difficulty in reading, the campus Problem Solving Team (PST) 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 a PST to discuss the parent’s concerns and determine if further Response to Intervention (RTI) is indicated or 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.

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-RAISERS

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 absolutely 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. Most of the campuses are staffed with a school nurse, either a Registered Nurse or 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 life-styles 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 Web Site.

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 newly enrolled students and those re-enrolling after being out of the country for 30 days or longer must present proof of a negative Tuberculin skin test (Mantoux). When the tuberculin skin test is positive, students should show proof of a chest x-ray that is negative for active TB prior to enrollment. Students who have been diagnosed with active TB may not attend school until they present proof from a physician that they are not considered contagious and may return to school. The district may require any student to have a tuberculin skin test or chest x-ray whenever it is reasonably believed that the student may be suffering from or exposed to TB.

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 that are military dependents are allowed up to 30 days for the transfer of his/her immunization records.

*Conscientious Objection* - 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.

**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 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, and time(s) it is to be given, and the length of time the student will be taking the medication.
4. A written order signed by a doctor, specifying the student's name, the name of the medication, the dosage, and the time 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, Epipens, etc.) during the school day. The doctor's order must specify that the student is to keep the medication with him/her while they are 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 remains 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.
**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, please present a written excuse from the doctor.

**Student Illness, Injuries, or Medical Situations**

Students who become ill, injured, or have an emergency situation 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, 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 in the event that 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.

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). It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction.

The district requires to be notified when a student has been diagnosed with a severe food allergy, especially those allergies that could 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 www.lcisd.org/departments/business-office/food-service. 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.

**Peanut Allergy**

The school cafeteria has taken the precaution of serving no peanut products in order to create a safe environment.

**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 (>100.0°F), 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.

**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 and also when children share things like brushes, combs, hats and headphones.

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 a FDA-approved medicated shampoo or cream rinse. Once the student has received treatment then 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/guardian if there is an occurrence of lice in the elementary classrooms only.

**Bacterial Meningitis**

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

What is meningitis?

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

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
Children (over two years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

**How serious is bacterial meningitis?**

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

**How is bacterial meningitis spread?**

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

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

**How can bacterial meningitis be prevented?**

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

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

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

You should seek prompt medical attention.

**Where can you get more information?**

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

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

**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.

For additional information on the district’s requirements and programs regarding elementary student physical activities requirements, please see the campus principal.

**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.]

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**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 may submit a written request to principal to obtain the results of his or 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 pre-diabetes. For more information about these screenings, please contact the school nurse.

**Change of Clothes**

In the event that 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 their 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 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 and 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 an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not 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, Aaron Morgan at 832-223-0260.

**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, Aaron Morgan at 832-223-0278.

**INSECT REPELLENT AND LOTION USE DURING SCHOOL HOURS**

Concerned parents are strongly encouraged to use a repellant and/or lotion on their child before they leave for school, especially younger children who may have difficulty applying the repellant safely. No repellant lotions will be provided by or applied by school personnel during the school day unless the 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 repellant for use by their child. (Sprays pose the risk of accidental exposure and will not be allowed.) Parent written permission must also be provided to use this. Parents should instruct their child in the proper use and application of an acceptable repellant 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 repellant will also need to bring a parent note giving written permission for assistance with the repellant 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.

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**HOMELESS STUDENTS**

For more information on enrollment, services and school of origin options for homeless students, contact the district’s homeless education liaison at 832-223-0466.

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**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(LEGAL) and GRA(LEGAL).]

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 of 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 is required.
for each student in Pre-Kindergarten through Grade 5 in order to receive a report card. [Refer to the Grading and Reporting section entitled “Reporting Progress to Students and Parents”.

- Becoming a school volunteer. [For further information, see policies at GKG and contact Community Relations at 832-223-0330.]
- Participating in campus parent organizations.
- 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 the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook in the Physical Activity section under School Health Advisory Council (SHAC).]
- 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, sign the folder, 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, 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.

- One parent/teacher conference is required annually for each student in pre-kindergarten through grade five. The conference must be held after the first nine-weeks. 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.

**PARENT INVOLVEMENT COORDINATOR**

The Parent Involvement Coordinator is the person who works with parents of students participating in Title I programs and may be contacted at 832-223-0330.

**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 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 on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For 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 photo identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school.
- 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 should be prepared to 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 prior to 2:00 p.m.
- 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 by 2:00 pm or 30 minutes prior to the dismissal of the school day on early release days.

**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 the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- 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**

The Lamar CISD does not provide insurance coverage for students in case of an accident; 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 after school hours.

**CONDUCT BEFORE AND AFTER SCHOOL**

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

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

LIBRARY

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

- Parent will be expected to pay library fines
- Failure to pay library fines may result in loss of school privileges

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. An administrator shall conduct highly intrusive invasions of a student’s privacy, such as searches of the student’s person, only if reasonable suspicion exists to believe that the student possesses contraband.

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

STUDENTS’ DESKS AND LOCKERS

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

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

Searches of desks or lockers may be conducted at any time there is reasonable 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.

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**SPECIAL PROGRAMS**

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. **However, a verbal request does not require the district or charter school to respond within the 15-school day timeline.** LCISD encourages written request to initiate the response within the 15 school day timeline.

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**Students in Foster Care**

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

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

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**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 TDSHS maintains information regarding children’s mental health and substance abuse intervention services on its Web site:

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

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**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.texas-suicide-prevention.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.

**LATE ARRIVAL/EARLY DEPARTURE**

Please do not send or bring your children to school before 7:00 am. NO supervision is provided before that time unless noted in your campus handbook.

Elementary school hours are:
Morning Pre-Kindergarten …7:30 am–11:00 am
Afternoon Pre-Kindergarten.11:00 am – 2:40 pm
Grades K-5………………..7:30 am – 2:40 pm

Students are considered tardy if they are not in their classroom at 7:30am (or 11:00 am for children attending afternoon sessions only). Accumulated times of tardies are calculated by minutes in lost instructional time. Whenever it is necessary for your child to be absent, notify the school office before 8:15 am and when the child returns to school, send a signed and dated note from a parent or medical provider stating the reason for the absence.

TELECOMMUNICATIONS DEVICES

Lamar CISD believes that appropriate use of students’ technology devices enhances our students’ education. Students are encouraged 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.

Telecommunications 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. 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 of $15.00. Creation of guidelines for implementation of the policy is the responsibility of the campus.

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 offense to an expellable offense.

**UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting” will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

The use of 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.
TESTING PROGRAMS

The district uses several standardized and local tests. The results of these tests help address curriculum and instruction 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, Reading, and Writing
- Grade 5: Math, Reading, and Science

Third grade students will be tested in Reading and Math; 4th grade students in Writing, Reading, and Math; and 5th grade students in Science, Reading, and Math. Students who do not pass or who marginally pass any section of the state mandated testing may be required to attend tutorials, which may be during or outside of the school day. Students in 5th grade are required to pass the Math and Reading portions of the STAAR assessment as part of the Student Success Initiative (SSI).

As a part of SSI, 5th grade students will take their initial test in March/April, and will be allowed to retest in May and June. Promotion or retention for 5th grade students who fail to pass the STAAR Reading and Math assessment after the June retest will be determined by the Campus Grade Placement Committee (GPC).

An ARD or 504 Committee will determine which assessment a student is eligible to take. ARD committees for students profound cognitive disabilities will determine eligibility to take the STAAR-Alt 2 version of these assessments.

**STATE REQUIRED READING DIAGNOSTIC TEST**

Students in grades K-2 are given a state-required diagnostic test at the beginning, middle, and end of the year.

**COGAT**

Students in grades K, 2, and 5 are given the Cognitive Abilities Test (CogAT) for initial G/T identification. Determining the appropriate educational setting for all Kindergarteners includes portfolio activities administered to each child.

**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 still meet the age requirement to attend Kindergarten by being 5 years old 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 students home campus. To be accelerated a grade, Kindergarten students must score 80% or above on a criterion referenced test of math and reading readiness measures that assesses the Texas Essential Knowledge and Skills (TEKS). Students in grades 1-5 must score correctly to at least 80% of the items on 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 homeschoo schools, 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 special 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**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Fine Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torn Pages</td>
<td>25% of Book Cost</td>
</tr>
<tr>
<td>Minor ink or pencil marks</td>
<td>$1.00 per page</td>
</tr>
<tr>
<td>Major ink or pencil marks</td>
<td>50-100% of Book Cost</td>
</tr>
<tr>
<td>Loose Bindings</td>
<td>50% of Book Cost</td>
</tr>
<tr>
<td>Minor Water Damage (no mildew)</td>
<td>50% of Book Cost</td>
</tr>
<tr>
<td>Missing Pages</td>
<td>100% of Book Cost</td>
</tr>
<tr>
<td>Obscenities – drawn/written</td>
<td>100% of Book Cost</td>
</tr>
<tr>
<td>Damages that prevent re-issuance</td>
<td>100% of Book Cost</td>
</tr>
<tr>
<td>Missing Bar codes</td>
<td>$5.00</td>
</tr>
<tr>
<td>Abandonment of Book</td>
<td>$5.00 - $10.00 per book</td>
</tr>
<tr>
<td>Technological Equipment</td>
<td></td>
</tr>
</tbody>
</table>

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 in an acceptable condition all instructional materials and technological equipment 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

SCHOOL-SANSPONSORED TRIPS

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event.

BUSES AND OTHER SCHOOL VEHICLES

The district makes school bus transportation available to all students living one half mile from school. This privilege is provided at no cost to students. Bus routes and any subsequent changes can be obtained by calling the LCISD Transportation Department. A parent may also designate certain child-care facilities or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route and within the school’s attendance boundary. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the LCISD Rosenberg Transportation Department at 832.223.0280 or LCISD Fulshear Transportation Department at 832-223-0551 (gold or purple zone) and ask for the designated Router for the student’s school campus.

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles, students are held to the same behavioral standards established for the classroom and the Student Code of Conduct. Riding the bus in LCISD is a privilege.

Students are prohibited from engaging in activities that are against the bus safety rules:

1. Students should observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students can only get on or off at designated or assigned stop. Students are to ride their assigned bus.
3. 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.
4. Bus drivers are authorized to assign or reassign seats as needed.
5. Get to your bus stop ten minutes early. Students chronically late to the bus stop will be subject to disciplinary action.
6. Stand back from the edge of the road or curb because the bus is required to pull over on the side of the roadway.
7. Loading and unloading procedures:
   • Stand at least ten feet back from the bus stop to avoid accidents.
   • Permit younger students to board first.
   • Watch your step, step on and off quickly, quietly, without crowding or pushing.
   • Do not play at bus stops. Watch traffic at all times
   • 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. If the driver signals or instructs you that he/she will escort you across the roadway, the driver will exit first and escort you off the bus and across the road or street.
8. Be seated before the bus begins to move. Remain seated until the bus stops. Students must remain seated at all times while the bus is in motion.
9. Keep your head, arms, elbows and any objects out of the window. Never throw objects from the window.
10. Any student failing to identify himself/herself or provides an incorrect name or I.D. number to a bus driver will be subject to an immediate 5-day bus suspension.
11. Objects, such as band instruments, too large to be held in the lap, that interfere with the safety of other bus riders may not be transported.
12. Live animals or dangerous objects of any nature may not be brought on the bus.
13. Use or possession of tobacco, in any form, including electronic cigarettes is prohibited in vehicles owned or operated by the district.
14. Damage to the bus by a student must be paid for by the student or students causing the same.
15. Eating or drinking is not permitted on buses.
16. If noise level interferes with the driver’s ability to safely operate the bus, disciplinary action will be taken.
17. In an emergency, remain calm; listen for the driver’s instructions.
18. Students must have a written permission from parent and permit to ride a bus other than their regular bus. Students are not permitted to ride home with a friend.
19. Only students enrolled in Lamar CISD are permitted to ride buses to and from school and extracurricular activities.
20. Follow all instructions given by the bus driver or sponsor.
21. 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.

At the scene of a bus incident/accident, students will not be allowed to leave or be turned over to a parent or guardian without direct permission from the Investigating Police Officer.

**Parents are not permitted to board busses.**

**BLUE CARD SAFETY PROCEDURE**

Parent/Guardian or designee is required to meet all Pre-Kindergarten and Kindergarten students at their drop—off bus stop throughout the school year. The individual receiving the student from the bus must have a blue card issued by your student’s campus. The card must have your student's name on it. Parents must have a student in the classroom that they requested and were approved to observe. for the bus driver to release the student off the bus.

Older siblings are allowed to have the blue card in their possession as long as the parent provides permission for the younger students to be released to the older sibling in writing. The older sibling must have the blue card with them at all times to show the driver every day before s/he exits the bus with the younger sibling.

This procedure has been established to ensure a safe and positive trip for our youngest students. Students will be returned to school if there is not an authorized person there to receive them. The parent will then be contacted by the school.

**SPECIAL EDUCATION TRANSPORTATION**

Please contact your campus administrator for any changes in Special Education transportation. Special Education transportation decisions are made by the ARD committee.

**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

Violations are reported to the principal and parents are informed using the following procedures.

- First Referral: Warning notice goes home.
- Second Referral: Notice goes home-contact parent-5 day bus suspension.
- Third Referral: Notice goes home-10 day bus suspension-required parent conference.
- Fourth Referral: Notice goes home-20 day bus suspension-required parent conference.
- Fifth Referral: Notice goes home-bus suspension for the remainder of the school year.

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 6 weeks or longer. The student will also receive consequences from school such as suspension or placement in the District’s AEP. A second serious incident or citation will result in the student being suspended from riding the bus for the remainder of the school year.
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. For additional information about transportation or bus schedules, contact the transportation department at 832.223.0280.

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 for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. 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.

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

VISITORS TO THE SCHOOL

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office, 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.

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

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the Parent Involvement Coordinator at 832-223-0342 for more information.

WITHDRAWING FROM SCHOOL

A student under 19 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 e-mail, 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.

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 content commonly referred to as “sexting.”
   • 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 content commonly referred to as “sexting.”
   • 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 other than myself 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 to 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 are encouraged 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.

Telecommunications 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 a 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 $15.00 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 $15.00 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 will result in a $15.00 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: 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.

**UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting” will be disciplined according to the Student Code of Conduct and 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, 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.

**CRIMINAL ACTS**

These include, but are not limited to:

<table>
<thead>
<tr>
<th>Unauthorized tampering</th>
<th>Cyberstalking</th>
<th>Vandalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassing email</td>
<td>Child pornography</td>
<td>Cyberbullying</td>
</tr>
</tbody>
</table>

**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. 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 (cellphones, air-cards, etc.).

**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.

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**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 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 will have interventions monitored through the RtI process.

Local exams are not subject to the reassessment guidelines.

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
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. The following are examples of major assignments:

- Tests and Compositions

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.

**GUIDELINES**

1. A student is required to make up all assignments missed while absent. It is the responsibility of the student to ask the teacher what work has been missed when returning from an absence. 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.

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).

MAKE UP WORK DUE TO AN ABSENCE

A teacher is responsible for giving make-up work to a child with an absence or suspension. The student should be given the same number of days as he/she was absent to complete the work. Students will not be given make-up work ahead of time when parents remove their children for trips during schools 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

Class work will be accepted late within the current grading period. 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 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 on 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.
At the end of the first nine weeks, a parent/teacher conference is required for each student in Pre-Kindergarten through Grade 5 in order to receive a report card.

Graded work must reflect the grade level TEKS and be completed independently.

**Pre-Kindergarten**

**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**

**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.

**DRA/EDL/Minimum Independent Reading Level Information**

DRA = Developmental Reading Assessment  EDL = Evaluacion del desarrollo de la lectura

<table>
<thead>
<tr>
<th>Nine Weeks</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
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</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Level 0-1 DRA/EDL</td>
<td>Level 2 DRA/EDL</td>
<td>Level 4 DRA/EDL</td>
<td>Level 6 DRA/EDL</td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td>Level 8 DRA/EDL</td>
<td>Level 12 DRA/EDL</td>
<td>Level 16 NF DRA/EDL</td>
<td>Level 18 DRA/EDL</td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td>Level 20 DRA/EDL</td>
<td>Level 24 DRA/EDL</td>
<td>Level 28 NF DRA/EDL</td>
<td>Level 30 DRA/EDL</td>
</tr>
</tbody>
</table>

First and second grade students will begin the school year in reading groups related to the DRA/EDL level that was their ending level from the previous year. Moves can be made to accommodate advances and regressions.
**FIRST THROUGH FIFTH GRADE GRADING SCALE**

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

**READING:** A minimum of eight (8) 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.

**LANGUAGE ARTS:** A minimum of eight (8) 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 eight (8) 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 eight (8) 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 eight (8) 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 less 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
- Respects 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, and mathematics, and a yearly grade of 70 or above in reading and mathematics.

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

Students in grade 5 must meet the requirements of the Student Success Initiative (SSI).

STUDENTS WITH DISABILITIES

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

An ARD committee meeting must 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 approved by the ARD Committee.

If a student with disabilities is receiving failing grades, care must be taken that the accommodations or modifications specified in the IEP have been provided. An ARD Committee may need to review the IEP to revise goals and objectives or plan additional motivational and/or support services for the student. 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, i.e.,

If a student with disabilities refuses to make reasonable effort, despite appropriate accommodations or modifications, the student may receive a failing grade. Failing grades should alert the teacher to request an ARD Committee review.

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 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 are 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. 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.

ENGLISH LEARNERS

Guidelines for Grading EL Students Receiving ESL or Bilingual Services

English Learners are expected to master grade level standards. To achieve this goal, students are to receive sheltered instruction in content area classes to master content and develop academic language proficiency. By statutory reference TAC 89.1210 and TAC 74.4, teachers of ELs are expected to:

- Accommodate materials, instruction, and pacing to ensure that ELs have full opportunity to master essential knowledge and skills of required curriculum.
- Address the affective, linguistic, and cognitive needs of ELs.
- Use knowledge of ELs proficiency levels descriptors (PLDS) to instruct, commensurate with ELs linguistic needs, in content-area classrooms.
- Provide linguistically accommodated instruction by routinely and effectively implementing linguistic accommodations selected and monitored by LPAC committee.
- Provide instruction and lesson delivery that reflects the consistent implementation of English Language Proficiency Standards (ELPS) in all content areas.
- Provide additional supports that are focused, targeted and systematic for ELs grades 3-12 that are at the beginning or intermediate levels of English language proficiency on TELPAS.

If an EL does not demonstrate adequate measurable progress after routinely being provided appropriate linguistic accommodations and sheltered instructional strategies, then the student may receive a failing grade.

For English Learners (ELs) whose parents have waived the right to participate the bilingual or ESL program, the expectations are the same as for general education students. The waived students will be graded according to general education grading expectations.

Guidelines for Grading Recent EL Immigrant Students

Guidelines are only for EL students who qualify as immigrants who:

- enrolled in US schools for the first time and
- scored Non-English (NES) speaking on IPT oral proficiency test and
- scored less than 10% on reading and 10% language proficiency on ITBS norm reference test

*LPAC committee will determine and document if the student enrolled may be exempt from grades during the 1st 9 weeks of enrollment in US schools. However, grades can be issued when content can be measured before completing the 1st 9 weeks of enrollment. EL immigrant students must be assigned grades after completing 9 weeks in U.S schools.

<table>
<thead>
<tr>
<th>Grading Guidelines for Recent Non-English Speaking EL Immigrants</th>
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<tbody>
<tr>
<td><strong>First Grading Period in US Schools</strong></td>
</tr>
<tr>
<td>Language Arts</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Other Subjects</td>
</tr>
</tbody>
</table>
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 during the fourth week of the 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 K-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).

FAMILY ACCESS CENTER
The Family Access Center allows for parents to log into a secure account and see each of their student’s assignments, grades, and averages. This Family Access Center also allows for parents to see student’s daily attendance and messages from the classroom teacher.

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

**Elementary**

In grade 5 promotion is based on STAAR Math and Reading performance.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the Mathematics and Reading sections of the grade 5 STAAR assessment in English or Spanish.

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.

A student in grade 5 will have two additional opportunities to take a failed assessment. If a student fails a second time a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent will determine the additional special instruction the student will receive. After a third failed attempt the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students – some with disabilities 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**

Promotion shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

**Grade 5 SSI Test Prep**

Students that did not pass the second administration of the STAAR Grade 5 Reading or Math are required to come to summer school to prepare for the third administration of the Grade 5 Reading and Math STAAR.

The third administration of the STAAR is in the summer for Math and Reading. For more information, please see Board Policy EIE (LOCAL).

**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 summer 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.

STUDENT SUCCESS INITIATIVE

Students in 5th grade are required to pass the Reading and Math portion of the STAAR assessment as part of the Student Success Initiative (SSI). As a part of SSI, 5th grade students will take their initial test in April, and will be allowed to retest an area not successfully passed in May and June. Promotion or retention for 5th grade students who fail to pass the reading portion of the STAAR assessment after the June retest will be determined by the campus Grade Placement Committee (GPC).

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. Secondary campuses may offer extended day tutorials for students who need STAAR remediation. 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 Problem Solving Team (PST) 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 Problem Solving Team (PST) will take place. The counselor will schedule the PST meeting conference.

The team members should include the principal, 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 PST’s recommendations if appropriate as determined by the principal.
SECTION V: STUDENT CODE OF CONDUCT

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 web site. 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.

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:

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:

1. While the student is in attendance at any school-related activity, regardless of time or location;
2. For any school-related misconduct, regardless of time or location;
3. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
4. When criminal mischief is committed on or off school property or at a school-related event;
5. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
6. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
7. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
8. When the student is required to register as a sex offender.
9. When off campus behavior interrupts or impedes the learning environment and/or safety of student(s) while on campus.

In general, discipline is designed to correct the 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.

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.

**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.

**REVOKING TRANSFERS**

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

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**STANDARDS FOR CONDUCT**

Lamar CISD is committed to making our school District a safe place. To keep schools 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 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 (insubordination).
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 that disrupts the educational environment or invades the privacy of others.
6. using profanity or vulgar language or make 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. engaging in harassment, hazing or making hit lists (see glossary for all three terms).
11. committing or assisting in a robbery or theft.
12. engaging in conduct that constitutes dating violence (see glossary).
13. 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.
14. engaging in inappropriate or indecent exposure of private body parts.
15. engaging in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
16. causing an individual to act through the use of threat or force (coercion).
17. committing extortion or blackmail (obtaining money or an object of value from an unwilling person).
18. participating in 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. maintaining 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].
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 come for 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 come for 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 come for 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. A student who continues to engage in serious or persistent misbehavior that violates the Code after placement in an alternative education program may be expelled.

**DISREGARD FOR AUTHORITY**

- Fail to comply with directives given by school personnel (insubordination).
- 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.)

**POSSSESSION 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;
• a stun gun;
• a pocketknife or any other small knife;
• mace or pepper spray;
• pornographic material;
• tobacco products including electronic cigarettes;
• 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.)

**POSSSESSION OF TELECOMMUNICATIONS OF OTHER ELECTRONIC DEVICES**

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 of $15.00. 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 offense to an expellable offense. The use of 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.
MISUSE OF TECHNOLOGY RESOURCES AND THE INTERNET

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 and “sexting”, either on campus or off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites 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.

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.

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.

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**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: 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.

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

A copy of the district’s policy is available on the district’s website. A student of 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 campus counselors and 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 of 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. Discipline shall be correlated to 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.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.
Since the district’s primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student’s transportation privileges, in accordance with law.

**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, state and/or federal law shall prevail.

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.

A student who is enrolled in a special education or 504 program may not be placed in an off campus DAEP for conduct prohibited until a Manifestation, Determination and Review (MDR) meeting has been held to review the 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 “time-out.”
- 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 for cheating, plagiarism, 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, and
3. The student’s disciplinary history.

[TEC 37.001(a)]

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 himself 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.

**Discipline Assignment, Notification, and Appeals**

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

**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

Violations are reported to the principal and parents are informed using the following procedures.

Elementary

• First Referral – Warning notice goes home.
• Second Referral – Notice goes home-contact parent-5 day bus suspension.
• Third Referral – Notice goes home-10 day bus suspension-required parent conference.
• Fourth Referral – Notice goes home-20 day bus suspension-required parent conference.
• Fifth Referral-Notice goes home-bus suspension for the remainder of the school year.

Secondary

• First Referral - Student conference/parent signature or contact (suspension from riding the bus for 5 days).
• Second Referral - Student conference/parent contact (suspension from riding the bus for 10 days).
• Third Referral - 20 days bus suspension and a student/parent conference with transportation supervisor is mandatory before the student is allowed to ride the bus again.
• Fourth Referral - Student/parent conference (suspension from riding the bus for the remainder of the school year).

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 6 weeks or longer. The student will also receive consequences from school such as suspension or placement in the District’s AEP. A second serious incident or citation will result in the student being suspended from riding the bus for the remainder of the school year.

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 Discipline Consistency Chart

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

### Level I Minor Offenses
- (FAI) Hall disruption – running, shouting
- (DIS) Disruptive noises
- (FAI) Classroom rules violation
- (FAI) Food or drink in restricted area
- (FAI) Cutting in line
- (NON) Lack of class preparation
- (FAI) Noncompliant behavior in classroom
- (FAI) Sleeping in class
- (FAI) Failure to participate in class
- (HSP) Horseplaying
- (CHE) Cheating/Copying
- (DIS) Disturbing/taunting others
- (FAI) Being in wrong or restricted area
- (TAR) Tardy
- (IAT) Public display of affection/exhibiting inappropriate familiarity
- (MLD) Misuse of cellphone/electronic device/social media
- (FAI) Inappropriate toys/items brought to school
- (FAI) Minor damage to property
- (FAI) Not prepared for class
- (NON) Dishonesty
- (COM) Computer system misuse
- (DRE) Dress code violation
- (BUS) Failure to follow bus rules (follow bus discipline guide)
- (PKV) Parking lot violation

### Level II Major Offenses
- (SPI) Persistent level I misbehavior (begin RTI)
- (FAI) Throwing objects
- (SKI) Skips class/leaves class w/o permission/leaves school grounds
- (LAG) Profane/abusive language
- (RAC) Racial slurs
- (NON) Noncompliant behavior/Insubordination
- (NON) Disrespect directed at school personnel
- (DIS) Disturbing and taunting
- (GAM) Gambling
- (FAI) Toy weapons
- (IAT) Inappropriate touching/physical contact
- (FAI) Possession of a laser pointer
- (CHE) Plagiarism
- (FAI) Sell/distribute non-school related items
- (TRS) Threatening another student
- (TRE) Trespassing
- (FAI) Possessing/using matches or lighter
- (EDW) Fireworks
- (VAP) Vape/ E-cigarette
- (TOB) Possession of tobacco products/paraphernalia
- (VBC) Verbal confrontation
- (SXT) Sexting
- (MLD) Use of electronic device to capture images/video of code of conduct violations

### Level III Major Offences / Discretionary Removal Offences (DAEP)
- (SP2) Persistent level II misbehavior (RTI required)
- (FLR) * Student makes false report
- (LAW) * Look-alike weapon/weapon replica
- (LAD) * Possessing or selling look-alike drugs
- (PHC) Physical conflict/agression towards another
- (LGS) * Profane/abusive language toward staff
- (TRS/TRT) Verbal threats to student/to staff
- (SXXN) * Registered sex offender not on probation
- (SXM) * Sexual misconduct
- (MCD) * Major campus disruption/Common area disruption
- (BUL) * Bullying/cyberbullying
- (BUD/BUG/BUR) * Bullying/cyberbullying based on disability/gender/race
- (DES/VA) * Destruction of school property/Vandalism
- (VAS/VAT) * Destruction of student or teacher property/Vandalism
- (STL) * Stealing/Theft
- (HAZ) * Hazing
- (SIXS) * Sexual harassment/dating violence
- (EXP) * Explosive device (not used as threat/non-felony)
- (CUL) * Cult drawings/Notes
- (FOR) * Falsification of records/Forgery
- (POR) * Possession of pornography
- (KNI) * Possession of non-illegal knife
- (OCCO) * Felony off campus-school event (not title 5)
- (FID) * Fighting (two or more fights in school year for DAEP)
- (CC/CST) * Class C misdemeanor assault of student / Class C assault of staff
- (TRT) * Physical threats toward staff
- (DRP) * Drug paraphernalia
- (GANG/GAV) * Gang/secret society activity / Gang violence (recommended removal)
- (SP) * Serious and persistent level III misbehavior (RTI required)

### Level IV Mandatory Removal Offences (DAEP) / discretionary expulsions
- (AST) ^ + ** Assault of a student
- (ASL) ^ ++ ** Assault of LCISD staff member
- (ASY) ^ + ** Assault of volunteer
- (FAL) ^ + ** False alarm, false report
- (ALC) ^ ** Alcohol (non-felony) on campus
- (FEL) ^ + Felony on campus
- (DRU) ^ ++ Drugs, controlled substance, dangerous drugs on campus (non-felony)
- (PLD) ^ ** Under the influence on campus
- (INX) ^ + ** Indecent exposure on campus
- (RE) + ** Retaliation against school employee
- (TRT) ^ + ** Terroristic Threat
- (GLU) ^ + ** Abuse of volatile chemicals
- (OCF) ^ + ** Title V Felony (off campus)
- (SXS) ^ ** Registered sex offender – court supervision

### Level V Expellable Offences
Expulsion Placements must be supported with Police Report

<table>
<thead>
<tr>
<th>Discretionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CRM) ^ + Criminal mischief (felony)</td>
</tr>
<tr>
<td>(BCS) + Breech of computer security</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WP) ++ Firearm on campus</td>
</tr>
<tr>
<td>(WK) ++ Illegal Knife on campus</td>
</tr>
<tr>
<td>(PC) ++ Illegal Club on Campus</td>
</tr>
<tr>
<td>(PO) ++ Prohibited weapons on Campus (other)</td>
</tr>
<tr>
<td>(ARS) ++ Arson on campus</td>
</tr>
<tr>
<td>(MUR) ++ Murder, capital murder, or attempt to commit murder on campus</td>
</tr>
<tr>
<td>(IND) ++ Indecency with a child on campus</td>
</tr>
<tr>
<td>(SXA) ++ Sexual abuse of child on campus</td>
</tr>
<tr>
<td>(KID) ++ Aggravated kidnapping on campus</td>
</tr>
<tr>
<td>(AAO) ++ Aggravated Assault of student/parent on campus</td>
</tr>
<tr>
<td>(AAL) ++ Aggravated Assault of Employee or Volunteer</td>
</tr>
<tr>
<td>(ASA/AS) ++ Sexual assault or aggravated sexual assault on campus</td>
</tr>
<tr>
<td>(ROB) ++ Aggravated robbery on campus</td>
</tr>
<tr>
<td>(FCS) ++ Felony Drug Controlled substance</td>
</tr>
<tr>
<td>(FAC) ++ Felony Alcohol</td>
</tr>
<tr>
<td>(MSL) ++ Manslaughter on campus</td>
</tr>
<tr>
<td>(CNH) ++ Criminal negligent homicide on campus</td>
</tr>
</tbody>
</table>
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 misconduct for which he or she is charged and the 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. (grades 3-12 ONLY)
- DAEP

**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, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, 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. In deciding whether to order out-of-school suspension, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent, and
3. The student’s disciplinary history.

[TEC 37.001(a)]

**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 conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator’s decision is made.

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

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

The DAEP 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, 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 in conjunction with other students.

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

1. Self-defense (see glossary),
2. Intent, and
3. The student’s disciplinary history. [TEC 37.001(a)]
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 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 regards to this activity. The student may be suspended pending a formal conference:
   - The student verbally or physically threatens any LCISD staff member and/or administrator (this includes volunteers). This is in accordance when the evidence shows the LCISD employee (volunteer) did not provoke or instigate the threat.
   - The student physically assaults any LCISD staff member and/or administrator (this includes volunteers). This is in accordance when the evidence shows the LCISD employee (volunteer) did not provoke or instigate the physical assault.
   - The student verbally or physically threatens any LCISD staff member and/or administrator (this includes volunteers). This is in accordance when the evidence shows the LCISD employee (volunteer) did not provoke or instigate the threat.

In accordance with state law, a student may be placed in a DAEP 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 for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct.
MANDATORY PLACEMENT IN DAEP

MISCONDUCT THAT REQUIRES DAEP PLACEMENT

A student must be placed in a DAEP 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. (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.
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 children 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.

EMERGENCIES

In an emergency, the principal or the principal’s designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.
**PROCESS**
Removals to a DAEP shall be made by the designated administrator.

**CONFERENCE**
When a student is removed from class for a DAEP 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.

**PLACEMENT ORDER**
After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP 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 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 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 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 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 within a 12-month period. Assignments are made to ALC for up to 90 days, but the student must demonstrate appropriate behavior, be in attendance each day and make academic progress in order to be eligible for early release. Parents must attend weekly education and support sessions during the term of assignment.

The duration of an elementary student’s placement in a DAEP is three to six weeks. 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. Parents must attend weekly education and support sessions during the term of assignment.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP 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 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 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 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 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 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 should be addressed to the campus principal then the appropriate Assistant Superintendent 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 On Line 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 cannot be appealed beyond the Assistant Superintendent.

**RESTRICTIONS DURING PLACEMENT**

State law prohibits a student placed in a DAEP 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.

For seniors who are eligible to graduate and are assigned to a DAEP 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 placement order.

**PLACEMENT REVIEW**

A student placed in a DAEP shall be provided 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 the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate 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 for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terrorist 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 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 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 in an open-enrollment charter school or another district. The district may place the student in the district’s DAEP or a regular classroom setting.

A newly enrolled student with a DAEP 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 placement in the receiving district.

If the student was placed in a DAEP 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 occurs, 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.

### 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 administration must remove the student from the regular classroom and determine appropriate placement unless the court orders 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.

**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
3. The student’s disciplinary history.

[TEC 37.001(a)].

**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 terrorist 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:

- 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.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

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 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; or
   e. Harassment under Section 42.07(a)(1), Penal Code, 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.

TEXAS 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. Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
   - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility 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.
   - An illegal knife, such as a knife with a blade over 5.5 inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
   - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
   - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, zip gun, or a tire deflation device. (See glossary.)
2. 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 children.
   - 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.
3. 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.

**Emergency**

In an emergency, the principal or the principal’s designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

**Process**

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator 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 within seven days after receipt of the written decision.

Upon receipt of a notice of appeal, the Superintendent 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 (3) 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**

A student’s parent(s)/guardian(s) may appeal the decision of the Superintendent to the Board of Trustees by submitting a written request to the Superintendent within seven school days of receipt of the decision. The Superintendent shall provide the parent(s)/guardian(s) with written notice of the date, time, and place of the Board’s review within ten (10) school days of the receipt of the appeal request.

**EXPULSION ORDER**

After the due process hearing, 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 Superintendent or designee 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 correlated to 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.

**Additional Misconduct**

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those 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.
Lamar C.I.S.D. provides a community-based juvenile justice alternative school 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. 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 special instruction and 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, school staff, 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 attend education and support meetings.

Funding for the Juvenile Justice Alternative Education Program has been agreed to 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.

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 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.

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**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 is responsible for developing an appropriate individual education plan (IEP) in the least restrictive environment (LRE) for each student. The ARD also develops behavior improvement plans and determines the relationship between a student’s misconduct and his/her disability, when appropriate.

**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.
ARD
The Admission, Review, and Dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student’s parents are part of the committee.

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 it 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 Texas 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 Texas 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.

BULLYING
Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district’s board of trustees or the board’s designee determines that the behavior:

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

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

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.

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
The use of any electronic communication device to engage in bullying or intimidation.

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.

EOC ASSESSMENTS
Are 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 appeal-able 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 Silencer**
Any device designed, made, or adapted to muffle the report of a 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**
1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, 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.

**Hazing**
Hazing means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, tattooing, beating, striking, branding, electronic shocking, placing a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as a sleep deprivation, exposure to the elements, confinement in a small place, calisthenics, or other activity that subjects to an unreasonable risk or harm of that adversely affects the mental and physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug or other substance that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or the safety of the student.
4. Any activity that intimidates or threatens the student with mental stress, that subjects the student to extreme mental stress or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires that student to perform a duty or task that involves a violation of the Penal Code. Students shall have prior approval from the campus administrator or designee for any type of induction of a school club or organization. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Acts of hazing and failure to report known hazing can result in criminal penalties, as well as school discipline.

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

**ISS**

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

**INSUBORDINATION**

Failure to follow directives given by persons in authority.

**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.

**PROBLEM SOLVING 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 that can be helpful are also invited.

**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**

A determination made by the superintendent or designee using all available information, including the information furnished 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 admissions 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 and lockers does not constitute a search under the fourth amendment. The alert of a trained dog to a locker 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 deter-mined 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 himself 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 school work 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)

SEXUAL HARASSMENT
The District believes that every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of gender, including sexual harassment. The District considers sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense. All students are expected to treat one another courteously, with respect for the other person’s feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, principal or designee, or the District’s Title IX coordinator for students. A complaint alleging sexual harassment or dating violence by another student or sexual harassment or sexual abuse by a staff member may be
presented by a student and/or parent in conference with the principal or designee or with the Title IX coordinator. The first conference with the student ordinarily will be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five days of the request. The principal or Title IX coordinator will coordinate an appropriate investigation, which ordinarily will be completed within 10 days. The student or parent will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to the person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent within 10 days may request a conference with the Superintendent or designee by following the procedures set out in Board policy FNCJ(Local). If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy. (Verbal sexual harassment includes making sexual remarks or jokes, spreading sexual rumors about another person or making sexual statements. Physical sexual harassment includes touching or grabbing another person in a sexual way, flashing or mooning.)

**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 ACCOMMODATED**
A general assessment administered online with accommodations integrated into the online system, is designed for students with disabilities who meet the eligibility requirements.

**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.

**STAAR LINGUISTICALLY ACCOMMODATED (STAAR L)**
An alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

**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.

**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 English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

**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 party 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**
Those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [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.
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**Instructional Calendar**

- **Student and Staff Holiday**
- **Staff Development and Student Holiday**
- **Workday/Student Holiday**
- **Six/Nine Weeks Begins/Ends**
- **New Teacher Staff Development Day**
- **Teacher DMA Day and Student Holiday**
- **Bad Weather Make-Up Day (if needed)**
- **Workday Make-Up Day (if needed)**
- **Early Release Day (K-5) - 11:30 a.m.**
- **Early Release Day (6-12) - 12:15 p.m.**

**Student & Staff Holidays**

- Sept. 3 - Labor Day
- Sept. 28 - Fort Bend Fair Day
- Nov. 19-23 - Thanksgiving Break
- Dec. 24 - Jan. 4 - Winter Break
- Jan. 21 - MLK Day
- Mar. 11-15 - Spring Break
- Apr. 22 - Easter Break
- May 27 - Memorial Day

**Staff Development & Student Holidays**

- August 13-15 (New Teachers)
- August 16-17, 20-23, Jan. 7, Feb. 18, April 19

**Grading Periods**

- **Elementary (K-5) Grading Periods**
  - First Semester: Instructional Days
    - Aug. 27 - Oct. 26 - 1st - 43
    - Oct. 29 - Jan. 18 - 2nd - 44
  - Second Semester: Instructional Days
    - Jan. 22 - Mar. 29 - 3rd - 43
    - Apr. 1 - Jun. 6 - 4th - 46

- **Secondary (6-12) Grading Periods**
  - First Semester: Instructional Days
    - Aug. 27-Oct. 5 - 1st - 28
    - Oct. 8 - Nov. 9 - 2nd - 25
    - Nov. 12 - Dec. 21 - 3rd - 25
  - Second Semester: Instructional Days
    - Jan. 8 - Feb. 22 - 4th - 32
    - Feb. 25 - Apr. 18 - 5th - 34
    - Apr. 23 - Jun. 6 - 6th - 32

**Total Instructional Days - 176**
Board of Trustees

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Kay Danziger, Secretary
Mandi Bronsell, Member
Dr. Tyson Harrell, Member
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