

Lamar Consolidated Independent School District

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2024-2025 SECONDARY SCHOOL STUDENT HANDBOOK

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

LAMAR CISD MISSION STATEMENT

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

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

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PREFACE

WELCOME TO LAMAR CISD!

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.

WHAT TO DO WHEN...

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

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

You need to pick up your child before dismissal time: Go to the office to sign the child out and wait there for the child. Please be prepared to show photo identification. If someone other than the parent/guardian must pick up your child, that person must be named as an emergency contact in Skyward. Your child will stay in the classroom until the person is there to pick them up.

Request to check out your child must be done 30 minutes prior to dismissal of the school day. Accumulated time of early pick-ups is calculated by minutes in lost instructional time.

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

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

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

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

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

If you would like to volunteer: Contact the school office so the Parent Volunteer Coordinator can provide you with the necessary forms for you to sign up. For the safety and security of all students and staff, LCISD requires a background check of each volunteer.

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

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

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For 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 the 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.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings unless parents have advised the district not to release their child's information without prior written

consent.

Consent to Video or Audio Record A Student When Not Otherwise Permitted by Law

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

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

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

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

Human Sexuality Instruction

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

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

Reciting a Portion of The Declaration of Independence in Grades 3-12

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless:

- you provide a written statement requesting that your child be excused,
- the district determines that your child has a conscientious objection to the recitation, or
- 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 participating in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and Policy EC(LEGAL).]

Religious, Political, or Moral Beliefs

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

Understanding Religious Rights in Schools

Schools frequently are asked questions about what can and cannot be done by parents and

students to celebrate or acknowledge the many holidays that fall during the school year, including Ramadan, Thanksgiving, Chanukah, Christmas, and Kwanza. To help parents and students better understand the proper role of religion in public schools, the District recommends reviewing the Lamar CISD Board Policies EMI (LOCAL) (“Miscellaneous Instructional Policies: Study of Religion”); FNA (LOCAL) (“Student Rights and Responsibilities: Student Expression”) and FNAA (LOCAL) (“Student Expression: Distribution of Non-school Literature”), all of which address these topics in more detail. The Lamar CISD Board policies may be found online at www.LCISD.org.

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

Tutoring or Test Preparation

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

The school may also offer tutorial services, which students whose grades are below 70 will be eligible to attend.

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

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

Instructional Materials

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

Requesting Notices or Certain Student Misconduct to Noncustodial Parent

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

Accessing Student Records

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

- Attendance records,

- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations of your student,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child,
- State assessment results, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

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

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

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students with 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 the 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, to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see *Objecting to the Release of Directory Information* for opportunities to prohibit disclosure].

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

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

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

A parent or eligible student, who provides a written request and pays copying costs, 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 the 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) and is available from the principal's or superintendent's office or on the district's website at www.LCISD.org.

The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as 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.
- Graduation Requirements

In addition, absences related to a student visiting with his or her parent, including a stepparent or

legal guardian, who has been called to active duty for, is on leave from or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/attendance-admission-enrollment-records-and-tuition-august-2017>

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.

Student Use of A Service/Assistance Animal

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

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a multi-tiered system of supports (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

Special Education Referrals

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

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

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

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

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

Contact Person for Special Education Referrals

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

Contact Person: Teri Carwile Phone Number: 832-223-0400 Email: tcarwile@LCISD.org.

Section 504 Referrals

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

Contact Person for Section 504 Referrals

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

Contact Person: Elizabeth Franklin Phone Number: 832-223-0485 Email: efranklin@LCISD.org.

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

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

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

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

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

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

English Learner Dually Served in Language Program and Special Education

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. The ARD Committee must collaborate with the LPAC who has knowledge of the student's language needs. It is also important that the ARD Committee includes professionals with training, and preferably expertise, in second language acquisition and how to differentiate the student's needs stemming from a disability or current English language proficiency level.

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

Students with Physical or Mental Impairments Protected Under Section 504

A child with a disability determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child needs services and support under Section 504 to receive a free appropriate public education (FAPE), as defined in federal law.

For questions or concerns regarding a referral for evaluation applicable to Section 504 please contact your campus Section 504 Coordinator. [Also see Policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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 aged 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

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

Excused Absences for Compulsory Attendance

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

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

- **Religious Holy Days**

A student who is observing religious 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, mission trips, 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)

- **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.

- **Service as an Election Clerk**

Serving as an election clerk. A student who is serving as an election clerk is allowed up to two days in a school year.

- **Health-Care Appointments**

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

A consultation over the phone or via video (telemedicine) is considered an appointment with a healthcare professional. An appointment with a school nurse, however, is not considered an appointment with a health care professional.

- **For Students in the Conservatorship (Custody) of the State**

An activity required under a 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.

- **College Visit**

The District shall excuse a student for up to two visits during the student's junior year and up to two visits during the student's senior year to visit an accredited institution of higher education provided the student receives approval from the campus principal, returns with a document certifying that the absence was to visit an accredited institution of higher education, and makes up any work missed.

- **Professional Workplace Career Investigation Visit**

The District shall excuse a student for up to two visits during the student's junior year and up to two visits during the student's senior year to visit a professional at the professional's workplace for the purpose of career investigations to determine the student's interest in pursuing a career in the professional's field the provided the student receives approval from the campus principal, returns with a document certifying that the absence was to visit a professional workplace, and makes up any work missed.

- **Driver’s License or Learner’s Permit**

The District may excuse a high school student for the purpose of visiting a driver’s license office to obtain a driver’s license or learner’s permit.

- **Pursuing Enlistment**

The District may excuse a high school student (17 years old or older) who is pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard for not more than 4 days.

- **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 the continuous deployment of at least four months outside the Locality where the parent, stepparent, or guardian regularly resides. The district is required to excuse up to 5 days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.

- **Personal Illness**

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

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

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

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

Unexcused Absences

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

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

Failure to Comply with Compulsory Attendance

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year.

Students with Disabilities

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

Attendance For Credit or Final Grade

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has

enrolled in the district.

- In deciding 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 parents 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).

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

Official Attendance-Taking Time

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

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

Documentation After an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent **within five (5) school days** that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note After an Absence For Illness

Upon return to school, a student absent for more than 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 violate 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 to determine whether the absence or absences will be excused or unexcused.

Tardy

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

Late Arrival

If a student arrives late or departs 15 or more minutes early, he/she is considered tardy for the class period. Any extenuating circumstances may be reported to the Attendance/Credit Review Committee.

Absence Notifications

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

Attendance Review Committee

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

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

Options of the Appeals Committee

After the Attendance/Credit Review Committee reviews the student's appeal, the committee may rule that he/she is:

- Eligible for credit for the course(s) based upon completion of tutorial hours to support mastery.
- Eligible for credit for the course(s) based upon evidence of extenuating circumstances.
- Ineligible for credit for course(s). Students who exceed the maximum number of absences allowed for a semester may not use credit by examination to receive credit for the particular course(s).
- A student who disagrees with the committee's decision may appeal to the principal.

Driver License Attendance Verification – Verification of Enrollment (VOE)

For a student between the ages of 16 and 18 to obtain a driver's license, a Verification of Enrollment may be obtained from the Registrar's Office.

ACADEMIC PROGRAMS

The school counselor provides students and parents with information regarding academic programs to prepare for higher education and career choices. For more information, please refer to the Lamar CISD Course Planning Guide on the district website.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

LCISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and

publication of certain reports and information, which include:

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

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

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

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

ADVANCED MATHEMATICS PATHWAY

In accordance with state law, the district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the students grade 5 mathematics course work.

Enrollment in advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

BULLYING

In this section:

- (1) "BULLYING" A single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:
1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
 2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
 3. Materially and substantially disrupts the educational process or the orderly operation of a

classroom or school or infringes on the rights of the victim at school and includes cyberbullying.

4. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property.
5. Bullying that occurs on a publicly or privately-owned school bus or a vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity on or off school property.
6. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - i. Interferes with a student's educational opportunities or
 - ii. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

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

- (2) "HARASSMENT" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health and safety.
- (3) "HIT LIST" means a list of people targeted to be harmed, using:
 1. a firearm, as defined by Section 46.01(3), Penal Code;
 2. a knife, as defined by Section 46.01(7), Penal Code; or
 3. any other object to be used with intent to cause bodily harm.

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

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

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

According to TEC § 25.0342, upon the recommendation of the administration, the Board of Trustees of a school district or the Board's designee, in response to an identified case of bullying, may decide to transfer a student found to have engaged in bullying to another classroom at the

campus. In consultation with the student's parents, 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 dissatisfied with an investigation's outcome may appeal through Policy FNG (LOCAL).

Procedures for Filing a Complaint and Investigation Process

1. Request and complete the Lamar CISD "Bullying, Harassment and Dating Violence Reporting Form".
 - a. These forms are available from all administrators and on the LCISD website (BULLYING/HARASSMENT/DATING VIOLENCE REPORTING FORM).
 - b. Please provide detailed information on the form so that the administrator may complete a thorough investigation.
2. Turn the completed form into 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 the alleged perpetrator(s). If necessary, the administrator will complete the Campus-Based Stay Away Agreement.

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

CHILD NUTRITION

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

Students may charge meals up to a negative \$15.00. A low balance reminder will be sent home to elementary students and an automated phone call will occur, for all students, when a prepaid account reaches a low balance of \$2.00. If a student reaches the charge limit of a negative \$15.00, a "value breakfast" will be provided, consisting of an entrée of choice and milk at no cost. During lunch service, a "value meal" consisting of a hot entrée currently offered and milk will be provided at no cost until the negative balance is paid. When a student reaches 5 consecutive value meals, the Child Nutrition Department will notify the school administration. A la carte items are not available for charging when a balance remains in the negative. This policy will be consistent for all grade levels on all campuses and affects only the non-CEP campuses.

Parents are encouraged to put funds in the student account before 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 School Cafe, parents can set up restrictions and/or balance reminders to be sent to an e-mail address so there are always funds available for meal purchases. Please call Child Nutrition at 832-223-0180 with any questions, comments, or concerns.

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

Food of Minimal Nutritional Value

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

Cafeteria Rules

Students 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 Child Nutrition guidelines restricting student access to vending machines. For more information regarding these policies and guidelines contact the campus principal. [See policies at CO and FFA.]

Snack Smart, Snack Healthy

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

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

Competitive Foods and Fundraisers

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

allowable fundraisers that may occur during the school day:

- Any non-food items.
- Any food items not meant for consumption on the school campus during the school day (e.g., cookie dough to be prepared at home).
- Any food item sold at the end of the day. Per the Texas Department of Agriculture (TDA) the school day is from midnight to 30 minutes after the last bell.
- Food items sold in concession stands after the end of the school day.
- Schools are allowed to have 6 fundraisers that are exempt from the Smart Snack Guidelines. These 6 dates must be on the master calendar and turned into the Child Nutrition Office at the beginning of each school year for approval.

Special Dietary Accommodations

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

A Physician's Request for Dietary Accommodations Form must:

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

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

Religious Accommodations and Alerts

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

Birthday Treats

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

Because of the time constraints, the treat is limited to one item per classmate, and it must be a store-purchased single-serve item (e.g., 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 because of food brought in by parents or grandparents. The district discourages food being brought in by parents/grandparents for the following reasons:

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

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and/or headaches.

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <https://www.dfps.texas.gov/>

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

- <https://tea.texas.gov/texas-schools/health-safety-discipline/child-abuse-prevention/child-abuse-prevention-an-overview>
- <https://www.kidshealth.org/en/parents/child-abuse.html>
- <https://www.cactx.org/>

Reports of abuse or neglect may be made to:

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

COMPLAINTS AND CONCERNS

Complaints by students or parents about instructional materials, loss of credit based on 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 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 assistant principal can be requested, then to the campus principal, and then to the Area Superintendent. If the outcome of the conference with the principal is not satisfactory, a conference with the Assistant Superintendent of Secondary 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 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 based on attendance. [See FEC]
6. Complaints concerning removal to a disciplinary alternative education program. [See FOC and the Student Code of Conduct]
7. Complaints concerning expulsion. [See FOD and the Student Code of Conduct]
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program. See EHBB.
9. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504. [See FB and the procedural safeguards]

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

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off-campus as well as 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 the Student Code of Conduct.

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 prevent a student from attending a required class or activity, entering a classroom without authorization, and disrupting the activity with loud or profane language or any misconduct.
- 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

Certified school counselors are available at all LCISD campuses to provide a Comprehensive Development Guidance Program and services for all students in the areas of:

Guidance Curriculum – To help students develop competence in essential life skills.

Responsive Services – Provide intervention for immediate personal/social/emotional concerns.

Individual Planning – Provide guidance to help students plan, monitor, and manage their personal, educational, and career goals, and facilitate transition activities for post-secondary education and/or training.

System Support – Support campus staff, parents, and community to promote the educational, career, personal, and social development of students, as well as the Developmental Guidance Program.

LCISD counselors accept responsibility to help all students through a systematically delivered counseling program. At the same time, they respect each student, strive to understand each student's background and the factors that are influencing his/her present circumstances, and maintain optimism about each student's future.

Guidance Curriculum

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

Responsive Services

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

Individual Planning

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, secondary students will be provided with information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the school counselor to enroll in the high school courses that best prepare him or her for attendance at a college, university, or

training school, or pursuit of some other type of advanced education.

System Support

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and the superintendent's office or on the district's website. [See Policy FFH for more information.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student is prohibited. Examples of prohibited sexual harassment may include, but not be limited to, touching private body parts, or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

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

Retaliation

Retaliation against a person who makes a good-faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

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

Policy FFH (LOCAL) for the appropriate district officials to whom to make a report.

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

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

Investigation of Report

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

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

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

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

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

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

Nondiscrimination Statement

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

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

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

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

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

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

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

DISRUPTION OF INSTRUCTIONAL TIME

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

DISTANCE LEARNING

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

The school newspaper and the yearbook are available for purchase to students.

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

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

A student may appeal a principal's decision in accordance with Policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

From Others

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with Policy GKD (LOCAL) or a non-curriculum related student group meeting held in accordance with FNAB (LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

ITEM	ACCEPTABLE DRESS	SPECIAL COMMENTS AND INTERPRETATIONS
Shirts, Blouses	<p>Shirts/blouses may be: Any collared shirt/blouse T-shirts and other pull-over tops Sweatshirts School designs/logos, brand names, and/or other appropriate words are acceptable.</p> <p>Shirts and blouses must be buttoned in accordance with design and appropriateness.</p>	<p>Students are prohibited from wearing shirts/blouses that: Are immodestly undersized. Are made of see-through/sheer material unless worn over an acceptable shirt/or blouse. Depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, death, violence, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations.</p> <p>Undershirts, spaghetti straps, crop tops, blouses, or clothing that exposes cleavage or the midriff when the arms are raised may not be worn.</p>
Pants/ Slacks	<p>Acceptable pants/slacks are worn at the waist, belted, if appropriate, and not “baggy”.</p>	<p>Pants/slacks may not be: Made of see-through/sheer material. Baggy, sagging, or oversized. No pajamas</p> <p>No holes or tears above mid-thigh that expose skin are acceptable unless worn over leggings or tights. Leggings worn as pants must be accompanied by a shirt/dress/skirt covering to mid-thigh length.</p>

Shorts	Acceptable shorts are no shorter than mid-thigh (3 or 4-inch inseam) for all grades.	Shorts may not be: 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 the 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 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.
Accessories	Earrings, hair jewelry, watches, bracelets, rings, and necklaces that are not a safety hazard or a material/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 not permitted. No blankets are allowed.
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.
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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.

For more information about the dress code, including Uniform-Dress, please refer to Board Policy FNCA (LOCAL).

Student Identification Requirements:

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

DRIVING AND PARKING PRIVILEGES

Driving and parking is a privilege. Consult your campus administrator for eligibility and guidelines.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Lamar Consolidated Independent School District is dedicated to giving all students the opportunity to participate in a highly competitive and comprehensive extracurricular program by employing dedicated professionals and providing appropriate funding through fairly administered and conducted activities. We believe that extracurricular activities are a microcosm of society and that through participation in our programs, students will inherently learn life skills enabling them to be productive members of society, capable of managing time, striving to set and obtain

goals, and developing an enhanced self-discipline. Three main themes are apparent in all successful extracurricular programs: integrity, character, and honesty. The extracurricular program at Lamar CISD is a privilege and as such, the student is held to a much higher standard than that of the general school population; therefore, the guidelines and rules that each coach/sponsor/director sets for the team may be stricter than those delineated in the Student Code of Conduct.

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

Eligibility for Extra Curricular Activities

A student must be classified as a full-time student in order to participate in extracurricular activities or hold office. A student is defined as full-time if he/she is enrolled in at least 240 minutes of instruction per day. The District will not discriminate against any student or exclude any student from any activity, including any class of extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom unless the student requests voluntarily to participate in a separate portion of the district's program or activity (Policy FNE (Legal)).

Disabled Students

Students identified as disabled under the Texas Education Code, Sections 29.003(b) are exempt from the provisions of this policy.

Clubs and Organizations

Participation in school clubs and organizations aids in the development of well-rounded personalities and strengthens the student's feeling of school spirit. Some clubs are organized each year, and many are continued from year to year. To organize a new club, students must have a sponsoring teacher, and a charter, and then must obtain principal approval. Established organizations are governed by their approved charters or bylaws.

Co-Curricular Activities

Co-curricular activities are an extension of classroom instruction where the entire class or a significant portion participates. Co-curricular activities are included in teachers' instructional plans and are conducted or supervised by a classroom teacher or other professional such as a librarian, school nurse, counselor, or administrator. Rules governing suspension from extracurricular activities do not prevent a student from participating in after-school co-curricular activities. Absences for participating in co-curricular activities are not counted under the 10-day absence rule that governs absences for UIL and extracurricular activities.

Code Of Conduct

Please refer to the LCISD Extracurricular Code of Conduct and Extracurricular section in this handbook.

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 pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, 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 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.
- Fees for optional courses offered for credit that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- In most cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUND-RAISING

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

GANG-FREE ZONES

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

HEALTH-RELATED MATTERS

Clinics

All Lamar CISD campuses have a health clinic on campus that is staffed with either a Registered

Nurse or a Licensed Vocational Nurse, whose responsibilities include:

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

Immunizations

All students must be fully immunized against all diseases mandated by, and in accordance with, the Texas Department of State Health Services and county health departments. 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 to be in compliance with Texas' state immunization laws. Failure to do so in a timely manner will result in the student's exclusion from school until proof of the booster is presented. (Policy FFAB) Parents may obtain information on age-appropriate immunization schedules from the School Nurse, private physicians, the Fort Bend County Health Department, the Access Health Center, or on the LCISD website.

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

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

Exemptions from Immunizations

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

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

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

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

Guidelines For Requesting an Exemption for Reasons of Conscience or Religious Conflict:

- Only official forms developed and issued by the Texas Department of State Health Services Immunization Division will be accepted. No other forms or reproductions will be allowed. All requests for an official Texas Department of State Health Services form must be submitted to the Texas Department of State Health Services, Immunization Division, Contact 1-800-252-9152 or co-request.dshs.texas.gov for more information.
- The official Texas Department of State Health Services form must be notarized and submitted to school officials within 90 days from the date it is notarized. The affidavit will be valid for two years 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, the time(s) it is to be given, and the length of time the student will be taking the medication. All daily medications should be given at home. Medications to be given 3 times a day or every 8 hours are to be given at home. Please follow a schedule before breakfast, after school, and before bedtime.
4. A written order signed by a doctor, specifying the student's name, the name of the medication, the dosage, and the time 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 he/she is at school.

5. Doctor's orders and parent authorizations for routine medications must be updated at the beginning of each school year, even if the medication and dosage remain the same as the previous year. Parent authorization and physician order forms for medication that is to be given at school are available in the School Nurse's office on each campus or 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 prescribe 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 the parent's designee, must retrieve the medication from school.
7. In accordance with the Texas Nurse Practice Act, Rule 217.11, the campus nurse has the responsibility and authority to clarify any medication order with the appropriate licensed practitioner and/or refuse to administer medication that, in the nurse's judgment, is not in the best interest of the student.
8. Natural and/or homeopathic-like products, not FDA approved, will not be dispensed in the school setting by school district personnel unless a written request signed and dated by the prescribing physician has been obtained.
9. It is the District's procedure to return or destroy any unused medication a student has been taking at school once it has been discontinued or at the end of the school year. Authorization is given by the parent/guardian to transport medication home. It is preferred that a parent/guardian retrieve the unused portion or request that it be destroyed. No controlled substances can be sent home with a student. However, if the parent/guardian is unable to retrieve the medication, an adult representative may be designated to pick up the unused portion.

Psychotropic Drugs

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

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

Special Procedures

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

Medical Excuses

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

Student Illness, Injuries, or Medical Situations

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

It is the responsibility of the parent/guardian to provide school personnel with current home, work, and emergency phone numbers so that they can be reached if their student becomes ill or injured during the school day (FFAC Local). An emergency information form is now provided to parents and or guardians online and is required to be completed and updated each new school year.

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

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

Food Allergy

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

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

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

Please contact the school nurse on your child's campus regarding any known food allergy or as soon as possible after the diagnosis of a food allergy and to obtain this form. This form may also

be found at <https://www.lcisd.org/departments/support-services/food-service/dietary-accommodation-information>. The Dietary Accommodation form must be signed by a physician or recognized medical authority. The completed form should then be returned to the school nurse to be shared with the nutrition department.

The district encourages parents and students to be respectful of allergies students have when bringing lunches and/or other snacks to school. In addition, food allergy plans may require limitations where permitted by law.

Illnesses and Injuries

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

LCISD encourages all students to attend school every day unless prevented by severe injury, illness, or hospitalization. For the protection and well-being of all students, parents should keep students home if they have a temperature elevation (>100.0F), are severely ill, or are known to have (or are 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 diarrheal illness must be excluded from school until they are diarrhea-free for 24 hours without the use of diarrhea-suppressing medication.

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

Lice

Parents need to monitor their children for the presence of head lice and report any live lice or nits to the school nurse. Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play and/or sports when children share things like brushes, combs, hats, and headphones. The district does not require or recommend that students be removed from school because of lice or nits.

Children should be screened regularly at home to monitor and identify any new cases. Parent awareness promotes prevention and therefore, early recognition and treatment will help minimize the spread of lice. If a student is found to have live lice during the school day, the school nurse will contact the student's parent/guardian and discuss a plan of treatment. The Centers for Disease Prevention and Control (CDC) recommends treatment with an FDA-approved medicated shampoo or cream rinse. Once the student has received treatment 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.

BACTERIAL MENINGITIS

What Is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is the most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

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

What Are the Symptoms?

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

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

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

How Serious is Bacterial Meningitis?

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal, or a person may be left with permanent disability.

How is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

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

How Can Bacterial Meningitis Be Prevented?

Vaccination Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis*

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

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

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

Healthy Habits

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

Who is at Risk for Bacterial Meningitis?

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

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

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

Seek prompt medical attention.

For More Information

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all infectious diseases. You may also call your family doctor or local health department office to ask about the meningococcal vaccine.

Additional Resources

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

Physical Activity

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

Physical Activity for Students In Middle School And Junior High

Students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

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

School Health Advisory Council

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

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

Physical Fitness Assessments

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

Health Screenings

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

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

WHO MUST BE SCREENED	WHEN SCREENINGS MUST BE DONE
<ul style="list-style-type: none"> • 4 years old by September 1 • Kindergarteners • Any other first-time entrants (4 years through 12th grade) 	<p>Within 120 days of admission</p>

1 st , 3 rd , 5 th , and 7 th graders	Anytime within the school year (preferably within the first semester)
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Spinal screening is non-invasive and conducted following the most recent, nationally accepted, and peer-reviewed standards for spinal screening. The requirements for spinal screening apply each year for all children 135 who attend public and private schools, to detect abnormal spinal curvature in accordance with the following schedule:

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

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

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

For more information about these screenings and the procedures involved, please contact the school nurse.

Change of Clothes

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

Other Health-Related Matters

Tobacco and E-Cigarettes Prohibited

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

The district and its staff strictly enforce prohibitions against the use of tobacco products, including electronic cigarettes (e-cigarettes), or any other electronic vaporizing device by students and others on school property 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 FNCD and GKA.]

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering anabolic

steroids. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body-building muscle enhancement, or the increase of muscle bulk or strength using an anabolic steroid or human growth hormone, by a healthy student is not a 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 Custodial Services at 832-223-0278.

Pest Management Plan

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

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

Insect Repellant 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 sprays or lotions will be provided by or applied by school personnel during the school day unless proper medical documentation is provided.

Parents who are concerned about mosquito exposure during the school day may send a lotion, wipe-on, or wristband type of repellant for use by their child. (Sprays pose the risk of accidental exposure and will not be allowed.) Parental written permission must also be provided. 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 ongoing through Maintenance and Operations to prevent standing water and tall grass in play and practice areas. Please contact your child's campus nurse if you have any questions.

HOMELESS STUDENTS

McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and education stability for homeless children and youth. The term "homeless

children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reasons. For more information on enrollment, services, and school of origin options for homeless students, please view the following website <https://www.LCISD.org/departments/academics/state-federal-programs/homeless-act> or contact the district’s homeless education liaison at 832-223-0430.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken into Custody

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

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

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student’s release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or 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).]

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child daily to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, once your child begins to enroll in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [Refer to the section entitled Academic Programs.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please access your campus website through www.LCISD.org an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [Refer to the Grading and Reporting section entitled Reporting Progress to Students and Parents.]
- Becoming a school volunteer. [For further information, see Policy 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 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 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 BE and BED for more information.]

Title I Campus Contact

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

One minute of silence will follow the recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the 1st 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 reasonably possible. Also note, that picking up a child early regularly results in missed opportunities for learning. Unless the principal has approved 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 card 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 the stability of the learning environment, we cannot allow you to go to the classroom or other areas 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.
- For high school student drivers, the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office

in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released.
- Campuses may designate a time after which no student will be released early prior to the end of the instructional day.

RETURNED CHECKS

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

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by 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.
- Immediately follow 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 or injury; however, parents are provided information annually about insurance that may be purchased for their children. Please check the district's website.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills for emergency procedures. When the command is given or an 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 lockdown may be implemented. Procedures for the lockdown 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 lockdown 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 Skylert messaging and 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 from school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Library

The library is a learning laboratory with books, computers, magazines, and other materials

available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the day and as established by the campus principal.

- Fines may be assessed for overdue, damaged, or lost library books.
- Parents will be expected to pay library fines.
- Failure to pay library fines will result in loss of school privileges and/or final exam exemptions.

Meetings of Non-Curriculum-Related Groups

Student-organized, student-led non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of Policy FNAB (LOCAL). A list of these groups is available in the principal's office.

SEARCHES

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

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district. Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

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. In addition, campus principals may request the use of metal detectors at designated campus events to

ensure student and staff safety.

Drug-Testing

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

SERVICE CORD

Service Cord is a Volunteer Organization that requires students to provide time and energy to serve the surrounding communities. The program's purpose is to teach students about responsibility, accountability, selflessness, showing appreciation, and giving to those in need. Students interested in participating, and receiving a Service Cord upon graduation, will need to complete 160 hours of service time throughout their four years of high school (approximately 40 hours a year). Transfer students who are coming into LCISD will be responsible for the same number of yearly hours (40 hours per year) starting with the first year they are an LCISD student. All hours must be logged into the district CCMR platform and verified by the supervisor and approved by the campus College and Career Facilitator. For additional information on the service hour entry timeline and service hour guidelines please visit <https://www.LCISD.org/docs/default-source/students-parents-documents/choices/service-cord.pdf?sfvrsn=4>

SPECIAL PROGRAMS

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

STUDENT IN FOSTER CARE

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

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

Foster care is meant to be temporary until a permanent living arrangement is found. However, it can become permanent, usually when a foster parent adopts or accepts permanent managing conservatorship of a child. A student who is placed in the conservatorship of DFPS has the right

to be enrolled immediately in school, without immunization or academic records, and a birth certificate. For more information on enrollment, services, and school of origin options for foster care students, please view the following website:

<https://www.LCISD.org/departments/academics/state-federal-programs/foster-care-information>

or contact the district's foster care liaison at 832-223-0430.

STUDENT SPEAKERS

The district provides students the opportunity to speak at an open forum. Student speakers at school events must follow FNA (Local).

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

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

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

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

TARDIES

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

Late Arrival/Early Departure

If a student arrives late or departs 15 or more minutes early, he/she is considered tardy for the class period. Any extenuating circumstances may be reported to the Attendance/Credit Review Committee.

TESTING PROGRAMS

The district uses several standardized and local tests. The results of these tests help address curriculum and instructional needs and areas of concern in individual student's performance.

STAAR (State of Texas Assessments of Academic Readiness)

STAAR will be administered to students each spring in grades 6-11. For grades 6-8 the following tests are administered:

- Grade 6: Math and Reading
- Grade 7: Math and Reading
- Grade 8: Math, Reading, Science, and Social Studies

Per HB 1416, each time a student fails a STAAR or STAAR EOC assessment the school shall provide the student accelerated instruction in the applicable subject area during the subsequent summer or school year.

For students who fail the math and/or reading STAAR at the eighth-grade level, an individualized student plan will be developed to help the student be successful at the next grade level.

Students in grades 7-11 taking core area courses for which they will be granted high school credit may be required to take the STAAR End of Course (EOC) assessments. These assessments correlate to the following courses:

- ELA: English I and English II
- Math: Algebra I
- Science: Biology
- Social Studies: U.S. History

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

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

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that Emergent Bilinguals (EBs) make in the learning of the English language. TELPAS is composed of holistically rated assessments and multiple-choice assessments. The TELPAS holistically rated assessments are based on student observations and written student work. Holistically rated assessments are administered for grades K-1 in listening, speaking, writing, and reading; and for grades 2-12 in writing. Ratings for TELPAS listening and speaking for grades 2-12 will be determined through interactive online assessments. TELPAS Writing ratings for students in grades 2-12 will be determined using a writing rubric based on the Proficiency Level Descriptors outlined on the TEA (Texas Education Agency) website <http://www.tea.state.tx.gov>. In addition, the multiple-choice reading assessments for grades 2-12 are also administered online.

Texas English Language Proficiency Assessment System (TELPAS) Alternate

Beginning with the 2018-2019 school year, the Texas Education Agency implemented the TELPAS Alternate assessment for Emergent Bilinguals with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment.

Students are assessed in four domains: listening, speaking, reading, and writing through the use of a holistic inventory containing descriptors of behaviors demonstrated by EB's as they gain proficiency in English.

Advanced Placement (AP) Tests

Students may earn units of credit in courses specified by the Texas Education Agency. Questions about advanced placement examinations may be discussed with the student's counselor. College Board Advanced Placement (AP) Courses are college-level courses and are offered in grades 9-12. Students enrolled in these courses are expected to take the Advanced Placement (AP) exam at the end of each course taken. Scores of 3 or higher on these exams are usually recognized by colleges and universities across the nation and may result in the student receiving credit for the course and/or placing out of that course at the college or university of his/her choice. Consult the high school counselor for additional information.

College and Career Assessments

Students are given the following college and career readiness assessments.

- Grade 8 – PSAT 8/9
- Grade 9 - PSAT 8/9
- Grade 10/11 – PSAT/ NMSQT
- Grade 11 - SAT

These assessments are tools to help students learn and make decisions about college, careers, career pathways, and the courses that will help them achieve their goals.

MAP Growth

MAP Growth is a nationally normed, standardized achievement test that measures what students know and informs what they are ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. Teachers use the results of the MAP Growth assessments to better understand each child's individual needs and to help him/her progress in the assessed area. Because the assessment is a growth measure, it can track the growth of the student between testing events and over multiple years of testing.

For grades 6-8, MAP Growth is administered in Reading, Math, and Science.

In High School, MAP Growth is administered to students enrolled in the following courses:

- Algebra I, Geometry, Algebra II – MAP Growth Math
- English I, English II, English III – MAP Growth Reading
- Biology – MAP Growth Biology/Life Science

Credit by Exam – If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or correspondence courses from non-credentialed entities.

The student must score at least 70 on the exam to receive credit for the course or subject. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. For further information, see the counselor, policy, and administrative procedure for EHDB (Local).

Credit by Exam – If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The testing window during which exams may be given will be announced each year by the District and campuses. Parents may obtain applications and details from campuses.

A student will earn credit with a passing score of at least 80 on the exam.

The district may not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see policy and administrative regulations for EHDC (LOCAL).]

Additionally, students may be granted credit with no prior instruction for College Level Examination Program (CLEP) or Advanced Placement (AP) tests. Please contact your Campus Testing Coordinator for more information.

PSAT 8/9 and PSAT/NMSQT

The PSAT 8/9 is an assessment given to all eighth- and ninth-graders in LCISD that is closely aligned with PSAT NMSQT. It consists of questions in Evidence-Based Reading and Writing and Math and provides students with an earlier indicator of college readiness. The PSAT/NMSQT will be administered to all tenth- and eleventh-graders in LCISD and is a standardized test designed to prepare students for the SAT. The scores from the eleventh-grade PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program.

SAT, ACT, and Other Standardized Tests

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take as these exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, some students may be required to take a standardized test, such as the Texas Success Initiative Assessment 2 (TSIA2).

Registration deadlines for college entrance/placement tests are approximately four weeks before the test. Registration material is available in counselors' offices; students are responsible for registering.

TSI (Texas Success Initiative) Assessment 2

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a

student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

SAT or ACT scores meeting the TSI benchmark may be used to fulfill the TSI requirements for college entrance.

Armed Services Vocational Aptitude Battery (ASVAB)

High School Juniors and Seniors interested in exploring careers or enlisting in the Armed Forces (Army, Navy, Air Force, Coast Guard, Space Force, or Marines) may take the ASVAB test to start the process of finding their career path in the United States Military. For more information, please contact your high school College and Career Facilitator.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT AND OTHER INSTRUCTIONAL MATERIALS

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

Lamar C.I.S.D. Instructional Materials Fine List

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

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

- Campus functions or events
- Instructional materials not issued for take-home use

- Field Trips (not related to instruction)
- School Dances, including prom
- Parking Permits
- Semester and End of year examination exemptions

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 are not returned in an acceptable condition or paid for, the district or school may withhold the student's records. A district or school may not, under this subsection, prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma. The commissioner by rule shall adopt criteria for determining whether instructional materials and technological equipment are returned in an acceptable condition.

TRANSPORTATION

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

Bus routes and stops will be designated based on ridership. Changes shall be posted on the District's website "MyStop" and the Tyler Drive Parent Portal website. For the safety of the driver and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops using their required Tyler Drive ID Badges.

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

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

Transportation Location	Track	Phone
Rosenberg Transportation	Maroon, Blue, Red, Silver	832-223-0289
Fulshear Transportation	Gold, Purple	832-223-0551

Bus Stop Conduct

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

Important Items to Review Regarding a Child's Transportation

- Parents/guardians should review the bus rules with their children.
- Parents/guardians and children should visit the stop location prior to the first day of school and make sure their children know the safest way to and from the bus stop.
- Students should be prepared to board the bus ten (10) minutes before their scheduled pickup time and make sure the student is standing in the designated area visible to the driver when the bus arrives.
- Parents/guardians and children should know their ID number, route number, school name, and stop location. Should the bus be running late please check the Tyler Drive Parent Portal website or contact the Transportation Dispatch office at 832-223-0289 (Rosenberg) or 832-223-0551 (Fulshear).
- Pickup and drop-off times may change due to route adjustments or changes to school start/end times. Traffic and/or weather conditions may impact the travel time.

Buses and Other School Vehicles

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

1. Students shall observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students shall ride their assigned bus.
3. Students shall enter and leave the bus at the designated assigned stop.
4. Students are prohibited from directing profanity, vulgar language, or obscene gestures toward bus drivers or other students on the bus, passengers in cars, or pedestrians outside the bus.
5. Students shall sit in their assigned seats to and from school. Bus drivers are authorized to assign or reassign seats as needed.
6. Students shall arrive at the assigned stop a minimum of 10 minutes prior to the scheduled pick-up time and wait in the designated location for the school bus. Students chronically late to the bus stop will be subject to disciplinary action.
7. Students shall load and unload in an orderly manner, board single file, and use the handrail at the designated assigned stop.
 - Stand at least ten feet back from the bus stop to avoid accidents.
 - Permit younger students to board first.
 - Enter and exit the bus quietly, without crowding or pushing.
 - Scan their required Tyler Drive ID Badge on the Tyler Drive scanner when entering and exiting the bus.

- Do not play at bus stops. Always watch traffic.
 - Move away from the bus as soon as you exit to avoid falling under the wheels.
 - To cross the roadway. If the driver instructs you to cross the roadway, move at least 10 feet in front of the bus to cross. Students must use caution when crossing the roadway and only cross in front of the bus. NEVER cross behind the bus.
8. Students shall be seated before the bus begins to move. Students must remain seated until the bus comes to a complete stop and the driver instructs the students to exit.
 9. Students shall keep their heads, arms, elbows, and legs inside the window.
 10. Never throw objects inside or outside the vehicle or bus.
 11. Students shall keep feet, books, instrument cases, and other objects out of the aisle and stairwell.
 12. Students shall identify themselves and provide the correct name or I.D. number to the bus driver. Failure to provide correct information to a bus driver will be subject to disciplinary action.
 13. Objects too large to be held in the lap that interfere with the safety of other bus riders will not be transported (i.e., large band instruments).
 14. Live animals or dangerous objects of any nature may not be brought on the bus.
 15. Use or possession of drugs, alcohol, or tobacco in any form, including electronic cigarettes is prohibited in vehicles owned or operated by the District.
 16. Damage to the bus by a student must be paid for by the student or students causing the defacing.
 17. For the safety of students, eating or drinking is not permitted on the bus. Any food (including but not limited to cupcakes, juice, etc.) for/from celebrations or parties must be transported by the parents and not on the bus with the student.
 18. Students shall talk in a low tone of voice while on the bus. If the noise level interferes with the driver's ability to safely operate the bus, disciplinary action will be taken.
 19. Students shall remain calm and listen to the driver's instructions in an emergency.
 20. Students are not permitted to ride home with a friend. In case of an emergency please speak with your campus administrator for written approval.
 21. Only students enrolled in Lamar CISD are permitted to ride buses to and from school and extracurricular activities.
 22. Students shall follow all instructions given by the bus driver or sponsor.
 23. Never use the rear emergency door to enter or exit the bus except in an emergency. Tampering with emergency equipment, latches, and handles will result in disciplinary action.
 24. Per State Law, students are required to wear seat belts (buckle up) if the vehicle is equipped with seat belts. Students must always properly wear their seat belts while on the bus. Students refusing to wear their seat belts will be subject to disciplinary action.

Vehicle Breakdowns and Accidents

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

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. However, in accordance with campus procedures and

approved by the principal, a coach, or the sponsor of an extracurricular activity, an exception may be made when a parent makes a written request for the student to be released to a parent/guardian or another adult designated by the parent.

Shuttle Bus

All students who take courses at a high school other than their home campus are required to ride the shuttle bus provided by the District. Students are not to drive or ride in personal cars to attend classes on another campus unless pre-approved by the campus principal.

Special Education Transportation

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

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

Students will be released only to the people listed on the Tyler Drive Parent Portal.

Daycare facilities must be within the school attendance or color track zone the child attends. Transportation to licensed daycare facilities is only provided for students through their 6th grade year.

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

Tyler Drive

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

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

The student must use the Tyler Drive ID Badge for any transportation services. If a student does not have their Tyler Drive ID for 5 days, the Lamar CISD Transportation Department will contact the school/campus and parent to request that a Tyler Drive replacement card be purchased.

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

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

Discipline Alternative Education Program (DAEP)

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

TUTORIALS/SUMMER SCHOOL

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/EOC remediation. Each campus will supply students and parents with extended day notifications that will include the days of the week offered, times, and other details. Tutorials will be provided during the summer for students needing to retake one or more STAAR EOC exams.

Summer School

Summer school is offered for students in grades 7-12. Students who attend summer school may repeat a class, may take a class as an initial offering, or may complete a class through credit restoration.

VANDALISM

The taxpayers of the community have made a sustained financial commitment to the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come – littering, defacing, or damaging school property is not tolerated. This includes, but is not limited to, the uploading or creating of computer viruses.

The use of any software having the purpose of damaging the District’s system or other user’s system is prohibited. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used except as required by SB507 & SB1398.

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

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

VISITORS TO THE SCHOOL

Parents and 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 the approval of the principal and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. 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. If you wish to purchase lunch in the cafeteria, please let the office know at the beginning of the school day so that you can be added to the lunch count.

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

VOLUNTEERS

We appreciate the efforts of parent and grandparent volunteers who are willing to serve our district and students. Parents or grandparents interested in volunteering, please contact your Campus Administrator for more information. For community members who do not have a student in LCISD and wish to volunteer please fill out the required Volunteer form found at <https://www.LCISD.org/community/volunteers>. For more information, please contact the Student Services office at 832-223-0448.

Lamar CISD values our Volunteers in Public Schools (VIPS), and we are grateful for the time

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

WITHDRAWING FROM SCHOOL

A student under 19 may be withdrawn from school only by a parent. The school requests notice from the parents at least three days in advance so that records and documents may be prepared. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature; however, the parent will be notified of the withdrawal.

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

OVERVIEW AND ACCEPTABLE USE POLICY

Lamar Consolidated Independent School District provides a variety of technology resources for educational purposes. **Technology resources are defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email, and any other technology designated for use by students, including all new technologies as they become available.** This also includes any access to the Lamar CISD electronics system while on or near school property, in school vehicles, and at school-sponsored activities, and includes the appropriate use of district technology resources via off-campus remote access. Inappropriate use of the District's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

The following guidelines apply to all District networks, student technology accounts, email accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access.

Additionally, the District prohibits bullying or harassment through electronic means regardless of the device used, the network used, or the location of use. [See District Policies FFH and FFI.]

Assigned Technology Resources

You are being given access to the following technology resources:

- A District email account, including access to cloud-based (online) document storage and collaboration space (Microsoft Office365);
- District computer hardware, software, and printers on your school campus;
- District networks, including document storage space;
- Access to District-owned technology resources for use at home;
- A student account to the following online, web, or software applications:
 - Canvas;
 - Skyward;
 - Classlink;
- Various online resources that align to grade level and curriculum objectives that may include online databases, Web 2.0 tools, and more; and
- District-filtered internet access.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across areas of adult content and some material you (or your parent or guardian) might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to

follow the rules for acceptable use.

If you are being issued a District-owned technology device, you will be given additional materials addressing the proper use, care, and return of these devices.

Rules for Acceptable Use:

- District technology resources are primarily for instructional and educational purposes. Limited personal use is allowed only if the rules in this agreement are followed, and the use does not interfere with schoolwork.
- If you are issued your own account and password, you must not share your account information with another person.
- District-owned devices and personal devices that allow access to District email or potentially sensitive student or employee records must be password-protected.
- You must always keep your personal information and the personal information of others private. This includes names, addresses, photographs, or any other personally identifiable or private information.
- Students will not download or sign up for any online resource or application without prior approval from their teacher or campus administrator.
- Students aged 13 or younger will not sign up for individual accounts on social media or Web 2.0 tools but will use a District or classroom account as applicable.
- When communicating through email or other electronic means, you must use appropriate language and etiquette as you would when communicating face to face. Always be respectful.
- You must be sure to acknowledge the work and ideas of others when you reference them in your own work.
- You must immediately report any suspicious behavior or other misuse of technology to your teacher or other campus administrator.
- You will be always held responsible for the proper use of your account, and the District may suspend or revoke your access if you violate the rules listed above.

Inappropriate Use

The following are examples of inappropriate use of technology resources that may result in loss of privileges or disciplinary action, but is not an exhaustive list:

- Using the resources for any illegal purpose, including, but not limited to, threatening school safety;
- Accessing the resources to knowingly alter, damage, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy;
- Damaging electronic communications systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable;
- Violating network security with intentional or ethical hacking to obtain unauthorized district network access or user information;
- Disabling or attempting to disable or bypass any internet filtering device;
- Using someone's account without permission;
- Pretending to be someone else when posting, transmitting, or receiving messages;

- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmission, or receipt of electronic media;
- Using resources to engage in conduct that harasses or bullies others;
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting;"
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language;
- Posting personal information about yourself or others, such as addresses, phone numbers, or photographs, without permission, or responding to requests for personally identifiable information or contact from unknown individuals;
- Making appointments to meet people face to face that you met online; if a request for such a meeting is received, it should be immediately reported to a teacher or administrator;
- Violating others' intellectual property rights, including downloading, or using copyrighted information without permission from the copyright holder;
- Wasting school resources through the improper use of the District's technology resources, including sending spam; and
- Downloading unauthorized applications or software or gaining unauthorized access to restricted information or resources.

Reporting Violations

- You must immediately report to a teacher or campus administrator any known or suspected violation of the District's applicable policies, cybersecurity plan, internet safety plan, or responsible-use guidelines.
- You must report to a supervising teacher or campus administrator any requests for personally identifiable information or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal.

Use of Artificial Intelligence Tools

The District recognizes the potential of Artificial Intelligence (AI) tools to enhance learning experiences; however, it is important that students do not enter personal information or the personal information of others into AI tools. When utilizing AI tools, students are expected to follow the same Acceptable Use rules as referenced above for other technology resources.

It is strictly prohibited to use AI tools to plagiarize assignments. When generating ideas with AI, Lamar CISD believes in the importance of individual effort, critical thinking, and the responsible use of technology.

Teachers play a crucial role in guiding students' use of technology and fostering ethical practices. Our educators will provide clear guidelines, instruction, and support to help students understand the responsible and appropriate use of AI tools in their assignments. We emphasize the following expectations regarding the use of AI tools in student assignments:

1. **Originality**: Students must take personal responsibility for the originality and authenticity of their work. Assignments should reflect their own thoughts, ideas, and understanding of the subject matter.
2. **Proper Attribution and Citation**: When incorporating AI-generated content into their assignments, students must accurately cite and attribute the sources. This includes acknowledging the use of AI tools and providing appropriate citations or attributions for any external content generated by AI algorithms.
3. **Academic Integrity**: Students should adhere to the principles of academic integrity, honesty, and respect for intellectual property rights. Plagiarism, whether facilitated by AI tools or any other means, is strictly prohibited and will not be tolerated.

Any violation of this policy will be addressed according to our established disciplinary procedures. Consequences may include but are not limited to, revision of assignments, loss of academic privileges, parental involvement, or other appropriate measures deemed necessary by the school administration.

GENERAL POLICIES

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them into the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. Telecommunication devices confiscated by a teacher may be returned to the student at the end of the class period or turned in to the appropriate campus administrator.

Any telecommunication device turned in to campus administration will be documented and the parent or guardian will be notified. The student may receive a discipline referral and may be assessed a fee. The device may be picked up by the student, parent, or guardian at the end of the instructional day. Please see campus-specific guidelines for additional information.

Any unpaid fee will be added to the "fees and fines list" for the student.

With the importance of test security on state testing days, any telecommunication device confiscated during a state testing administration may result in a fee.

Failure to surrender the telecommunication device to the requesting adult will result in an automatic

discipline referral.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, 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 in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any

successor application or service on a district device, along with any other social media application or service determined by the governor.

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

SECTION IV: STUDENT GRADING AND REPORTING INFORMATION

GRADING SCALE

Student performance is reported using numerical grades.

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = 0 - 69

I = Incomplete

An incomplete (I) grade is given when a student has not completed the required work before the end of the reporting period due to an absence. The incomplete grade should be replaced within a week of the end of the reporting period. Exceptions for extenuating circumstances may be granted by the campus administration. Students with an “incomplete” grade are ineligible for U.I.L. extracurricular activities until the “I” is replaced with a passing grade, but they are entitled to the “7-day grace period.”

All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. If a student earns a 40 on a graded work, the 40 is recorded in the grade book. There is no 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. The creation of guidelines for the implementation of the policy is the responsibility of the campus.

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

Semester exams are not subject to the reassessment guidelines.

CLASSIFICATION OF HIGH SCHOOL STUDENTS

At the high school level, promotion is dependent entirely on the number of credits earned by passing courses with a grade of 70 or above. A student is classified according to the number of credits successfully completed. Classification is calculated using the number of credits on file at the beginning of each school year. Refer to the following chart to determine the classification:

High School Classification	
Freshman	0 - 5
Sophomore	5.5 – 11.5
Junior	12 – 18.5
Senior	19+

HIGH SCHOOL CLASS RANK AND WEIGHTED GRADES - POLICY EIC (LOCAL)

A student's final grade average shall be officially calculated at the end of the second six weeks of the spring calendar semester in which the student is eligible to graduate by multiplying each semester grade by the weight designated for the academic level of the course and then dividing the sum of the factored grades by the total number of semester grades completed. The following weighted factors shall be used for the academic levels. For the purpose of ranking students, these weighted factors shall only be used with final semester grades.

The calculation of students' official class rank is governed by Policy EIC (Local). For the purposes of class ranking, semester grades are weighted as follows:

Academic Level Weighted Factor

Grades 9 – 12

Level	Class of 2022 and Beyond
Advanced Placement (AP)/Dual Credit (DC)	Numeric average times 1.3
Pre-Advanced Pathway Courses (PAP)	Numeric average times 1.2
Academic	Numeric average times 1.1
Leveled Academic	Numeric average times 1.0

Successful completion of a two-semester course is based on a minimum of 70 percent mastery, represented by the yearly average of the two semester averages. Therefore, if a student has earned a 68 and a 76 for the two semester averages, the student passes the course with a yearly average of 72. This is calculated as follows: $(68 + 76) \div 2 = 72$. (See board Policy EI (Local))

GRADE/COURSE TRANSFERS

Students entering the District school from accredited or non-accredited public, private, or parochial schools shall provide evidence of prior schooling outside the District. [See Policy FD (Local) for guidelines regarding awarding credit]. When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the district. For a course to receive weighted factors for the purpose of class rank other than Advanced Academic level, the transferred course must be

clearly designated as an advanced course on the student's transcript. EIC (Local)

DUAL CREDIT AND DUAL ENROLLMENT COURSES

Students taking Lamar CISD dual credit courses receive credit for both high school and college (if the student meets college course requirements/eligibility). Dual Credit and Dual Enrollment courses that are eligible for both high school and college credit are offered via partnerships and are to be taken via Lamar CISD on-campus offerings.

Dual credit and dual enrollment courses offered in Lamar CISD have both a college and high school gradebook. The grades may be different due to standards for the college grade set by the college and Lamar CISD grading policies for the high school grade. Only the high school grade is utilized for credit and GPA. See the school dual credit counselor for course offerings, applications, requirements, fees, and deadlines to enroll in a dual credit or dual enrollment course offered through LCISD.

Concurrent enrollment, college courses taken outside of Lamar CISD campus offerings receive credit for college only and do not affect high school credit or GPA in any way.

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

ONLINE PUBLIC-SCHOOL COURSES

Online public-school courses, taught by an outside provider, may be used as a means of earning graduation credit. Prior to enrollment in online public-school courses, students shall make a written request to the principal or designee for approval to enroll in the course. If written approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation. All high school students shall be eligible to take online public-school courses and earn credit toward graduation. Students shall score 70 or above on coursework to receive credit for an online public-school course. For online public-school courses to be considered for graduation, grades earned shall be received by the school registrar no later than May 1 of each school year. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC (Local) on class ranking]

SCHOLASTIC AWARDS POLICY FG AND EIC (LOCAL)

Scholastic awards that may be given in the secondary schools include:

Valedictorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this time period, being enrolled in at least five credit courses each semester. A student who fails to meet these criteria is not eligible to be valedictorian. The student with the highest average at the end of the second six-week period of the spring semester in which he or she is eligible to

graduate shall be declared the valedictorian. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC(Local) on class ranking]. No other consideration shall be given in determining this award except in the case of a tie, when students may be declared co-valedictorians.

Salutatorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this time period, being enrolled in at least five credit courses each semester. A student who fails to meet these criteria shall not be eligible to be salutatorian. The student with the second-highest grade average shall be declared the salutatorian. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC(Local) on class ranking]. No other consideration shall be given in determining this award except in the case of a tie, when students may be declared co-salutatorians.

Honor Graduates – The top ten percent of the graduating class, as determined by class rank, shall receive an appropriate award denoting their academic excellence and designating them as honor graduates. In the event of a tie, all students involved in the tie shall be designated as honor graduates.

Early Graduates – A student who graduates ahead of his or her respective class shall only be eligible for valedictorian or salutatorian honors if his or her grade point average is equal to or higher than that of the four-year valedictorian or salutatorian. A student who graduates ahead of his or her respective class with this required grade point average shall be declared the three-year valedictorian or salutatorian. The State of Texas Scholarship for Valedictorian shall be awarded to the four-year valedictorian. [EIC (Local)]

FOREIGN EXCHANGE

A foreign exchange student is eligible to receive a Texas diploma if the student meets all the high school graduation requirements under 19 TAC 74.11 or 74.41. Evaluation of transcripts is the responsibility of the foreign exchange student or sponsor organization. A student shall have completed the last three semesters in the same high school within the district prior to the semester he or she plans to graduate to be eligible for valedictorian or salutatorian. Policy EIC (Local)

MINOR/MAJOR/LONG-TERM ASSIGNMENTS

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. Points may only be added or deducted for errors in format (heading, spacing, name, date, etc.) when format is part of the learning objective and students are notified ahead of time in writing.

Minor Grades

Classwork, quizzes, and homework typically requiring less than three days to complete are examples of minor assignments. Minor assignments will be returned to and reviewed with the

students within five school days.

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 allow students to make up work after absences.
- To provide a means of re-teaching the TEKS.
- 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.

Homework may be assessed in a variety of ways. A complete analysis of procedure, content, and/or correct answers is appropriate.

Major Assignments

Assessments or 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. All major assignments will be announced at least two days in advance. The following are examples of major assignments:

- Chapter or unit tests
- Special activities or projects, i.e., notebook, lab, artwork
- Skill assessments, i.e., essays, performances, oral presentations

Students will be informed of the content covered on all tests. 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, English, reading, math, and foreign languages. Major assignments will be returned to and reviewed with the students within seven school days.

Long-Term Assignments

Assignments typically requiring more than five days to complete are called long-term assignments. The following are examples of long-term assignments:

- Research papers
- Special activities or projects, i.e., notebook, lab, artwork
- Skill assessments, i.e., essays, performances, oral presentations

Grading criteria or a rubric for the project assignment must be made available to each student at the time the assignment is made. Periodic assessments should occur within the long-term assignment. The project will not cause an excessive financial burden on the student. Exceptions to this policy may occur with an administrator's approval. Long-term assignments will be returned to and reviewed with the students within ten school days. English department long-term assignments have a separate return time.

MAKE-UP WORK

Make-up work is available to all students. Students shall receive credit for satisfactory make-up work after an absence but may receive a zero for any assignment or test not made up within the allotted time, as indicated in the guidelines below. Make-up work, including tests, may be of an altered version to assess what the student has learned. Teachers may assign alternative work to ensure that students who have been absent have sufficient opportunity to master the essential elements or to meet subject or course requirements. This may provide greater depth of subject matter than routine make-up work.

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.
2. Assignments are due on the assigned date unless the student is absent the entire day the assignment is due. In that case, the assignment is due the first day upon returning to school.
 - Students must make prior arrangements with the teacher for making up missed work when they anticipate being absent (school activity, doctor/dental appointment, etc.).
 - Students leaving campus before their scheduled class or returning after their scheduled class are expected to bring the assignment to their teacher while they are on campus including prior to leaving and returning to campus for UIL and extra-curricular activities. Students in ISS are expected to turn in the assignment before or after school.
 3. Students are expected to adhere to long-term assignment (projects and research papers) due dates. Teacher discretion should be used for cases involving severe situations. Teachers will specify the time that an assignment is due.
 4. Students who are absent the day before or the day of a scheduled test are required to make up the test at the teacher's next scheduled make-up day. At the teacher's discretion, make-up times may be before, during, or after school. If a student is absent from a scheduled make-up test on two occasions, he/she may be given a zero for that test. Teacher discretion should be used for cases involving severe situations.
 5. During an absence, students may contact the school to secure assignments that are not available from classmates, with the understanding assignments may not be available until the end of the next school day.
 6. Exceptions for extenuating circumstances may be granted by the campus administration.
 7. 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).

In-School Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other

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

LATE WORK

Late work is defined as any assignment that is not turned in during the student's scheduled class period, at the time the teacher designates, on the day in which the assignment is due if the student is in class. The teacher will specify, in advance, the time during the period that an assignment is due. If an assignment is turned in after that time, it is considered late.

The district has developed guidelines for assigning a late penalty for work turned in after the due date. See the Calculation of Grades Chart in this section. The return time of late work assignments to the student shall be the same as any time frame for minor, major, or long-term assignments. Extenuating circumstances may occur that are directly out of the students' control and prevent them from completing and returning homework assignments. Students are to inform the teacher of any such circumstances that prevented them from returning homework. Teachers may grant exceptions to this policy as necessary, with an administrator's approval.

EXTRA CREDIT ASSIGNMENTS AND "DROPPED" GRADES

To receive extra credit, the work completed must be directly related to the curriculum of the class and should be used for enrichment. Extra credit will not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current six or nine weeks.

Extra credit and "dropped" grades will not be awarded for the following:

- Attending events not related to the subject
- Participating in fundraising event
- Bringing basic school supplies

If a teacher makes extra credit available to one student, he/she must give all students in the same course the opportunity for extra credit. It should apply equally to all students. Extra credit will not replace missing assignments or poor grades. Major grades cannot be dropped.

Extra credit may be given at a teacher's discretion but is not required.

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 will be ineligible for a re-assessment. A disciplinary consequence in accordance with the Student Code of Conduct may be assigned to a student found guilty of cheating, and the parents will be notified. Policy EIA (Local)

Behaviors Defined As Cheating

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

Plagiarism

According to Plagiarism.org, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own.
- to use (another's production) without crediting the source.
- to commit literary theft.
- to present as a new and original idea or product derived from an existing source.

The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

(Taken directly from <https://www.plagiarism.org/understanding-plagiarism>).

HIGH SCHOOL CALCULATION OF GRADES

Course and Level	Minor Grades Homework, classwork, and quizzes requiring less than 3 days to complete				Major Grades Major assignments require 1-5 days to complete Long-term assignments require more than 5 days to complete				
	Minimum # of Minor grades	Weight of Minor grades (% of total)	Return time of MINOR assignments to student	Late Work Penalty for Minor Grades	Minimum # of Major grades	Weight of Major grades (% of total)	Return time of MAJOR assignments to student	Return time of LONG-TERM assignments to student	Late Work Penalty for Major Grades
Academic	6	40%	Within 5 school days	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.	3	60%	Within 7 school days	Within 10 school days*	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.
PAP, AP, Dual	6	30%	Within 5 school days	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.	3	70%	Within 7 school days	Within 10 school days*	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.
Career Preparation (Co-op)	6	30%	Within 5 school days	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.	3	40%	Within 7 school days	Within 10 school days*	1 st school day -20 pts. 2 nd school day -50 pts. 3+ -100 pts.
Employer Evaluation for Practicum or Career Prep					1 evaluation of 10 sections	30%	Within 7 school days	N/A	No credit

* English department research papers have 6 weeks (ALL assignments must be assigned and graded within the six weeks assigned per UIL guidelines)

MIDDLE SCHOOL/JUNIOR HIGH CALCULATION OF GRADES

	Minor Grades Homework, classwork, and quizzes requiring less than 3 days to complete				Major Grades Major assignments require 1-5 days to complete Long-term assignments require more than 5 days to complete				
	Minimum # of Minor grades	Weight of Minor grades (% of total)	Return time of MINOR assignments to student	Late Work Penalty for Minor grades (if any)	Minimum # of Major grades	Weight of Major grades (% of total)	Return time of MAJOR assignments to student	Return time of LONG-TERM assignments to student	Late Work Penalty for Major grades (if any)
Academic	6	50%	Within 5 school days	1 st school day -15 pts. 2 nd school day -30 pts. 3 rd school day -50 pts. 4+ -100 pts.	3	50%	Within 7 school days	Within 10 school days	1 st school day -15 pts. 2 nd school day -30 pts. 3 rd school day -50 pts. 4+ -100 pts.
PAP/ GT	6	40%	Within 5 school days	1 st school day -15 pts. 2 nd school day -30 pts. 3 rd school day -50 pts. 4+ -100 pts.	3	60%	Within 7 school days	Within 10 school days	1 st school day -15 pts. 2 nd school day -30 pts. 3 rd school day -50 pts. 4+ -100 pts.

Classes taken in junior high which receive high school credit will be averaged according to the high school averaging system and will be included in the calculation of rank and GPA. A student who received credit for a high school level course while in grades 7 or 8 may not retake the same course. (EIC Local)

At a minimum, three minor grades and one major grade will be recorded in the electronic grade book before the progress report.

COMPUTING SEMESTER AVERAGES

In grade 6, there are no semester exams; semester averages will be calculated by averaging grades from the three six-week grading periods.

In grades 7-12, semester exams are administered in all classes*. The average of the three six-weeks counts for 80% of the final grade. For example, if the six-week averages are 80, 85, 89 and the semester exam is 74, then the semester average is calculated as follows:

$$(80 + 85 + 89) \div 3 = 84.67$$

$$84.67 \times 80\% = 67.74$$

$$74 (*\text{semester exam}) \times 20\% = 14.80$$

$$67.74 + 14.80 = 82.54 = 83 \text{ semester grade}$$

(grade is rounded up if .5 or higher for the final semester grade)

*Some students may be exempt from semester exams in grades 7-12 according to Policy EIAA (Local). If a student is exempt, then the semester grade will be the average of the three six-weeks.

COMPUTING YEARLY AVERAGES

In grades 6-8, successful completion of a two-semester course is based on a minimum of 70 percent mastery, represented by the yearly average of the two semester averages. Therefore, if a student has earned a 76 and a 68 for the two semester averages, the child passes the course with a yearly average of 72.

This is calculated as follows: $(76 + 68) \div 2 = 72$

Classes taken in junior high which receive high school credit will be averaged according to the high school averaging system.

EXAM EXEMPTIONS (GRADES 7-12) POLICY EIAA (LOCAL)

The procedures for exemption from semester exams for junior high and high school students are listed below. **SEMESTER EXAMS** - Maximum exemptions allowed:

- Grade 7: Two classes per semester
- Grade 8: Three classes per semester
- Grades 9: Two classes per semester
- Grade 10: Three classes per semester
- Grade 11: Four classes per semester
- Grade 12: All classes per semester

Qualifications:

Attendance - A student shall have no more than three absences in a class in order to be exempt from the semester exam for that class (see EIAA (LOCAL)). Days missed because of approved school-related or school-sanctioned activities [See FM (LOCAL)] and pre-approved college days shall not count against a student. The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education provided the student receives approval from the campus principal, returns with a document certifying that the absence was to visit an accredited institution of higher education, and makes up any work missed.

Conduct - a student shall have no more than three office referrals for the semester and no more than one assignment, not to exceed three days, to ISS for the semester. In addition, a student shall have no assignments to ALC or suspensions from school for the semester.

Grade Average - A student shall have a grade average of 80 or better for the semester in the class(es) from which the exemptions are requested.

Other - Other requirements include:

- Students shall not be allowed to claim an exemption from concurrent or dual credit course semester examinations.

- Students who have outstanding fees and/or fines are not eligible for exemption from semester examinations.
- Students eligible for semester exemption(s) must declare the courses that will apply prior to testing.
- The declaration date shall be determined by the building principal and shall not be later than two days prior to the beginning of semester examinations.
- Any unexcused absence, discipline referral, or grade reduction below 80 after the exemption declaration may cause the student to be ineligible for the exemption.

*For additional exemption opportunities in AP and CTE courses, please contact your campus administration.

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 at the end of each semester to address the causes for the failure and lack of progress. If the student's failure is due to a lack of effort or materials at an appropriate instructional level, the ARD committee may devise additional motivation and support strategies or services or may adjust goals and objectives for the course. It is critical that teachers provide all instructional accommodations and modifications that have been agreed to by the ARD Committee.

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's copy of the IEP document. Additional contacts, discussions, and interventions used for all students should also be documented.

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

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

504 STUDENTS

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

In the context of 504, "placement" refers to the general education classroom or program with individually planned accommodations or interventions. Placement may include such things as tutorials, math lab, block math classes or reading improvement classes. In other words, an identified 504 student is entitled to the same access to programs and standards for participation as their nondisabled peers. There is no modification of the essential knowledge and skills for 504 students. Eligibility under Section 504 is not intended to reduce expectations for students with disabilities. The

intent of 504 is to provide eligible students with reasonable accommodations that will give them an equal chance to achieve.

EMERGENT BILINGUAL

Guidelines for Grading EB Students Receiving ESL Services

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

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

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

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

REPORTING PROGRESS TO STUDENTS AND PARENTS

Progress Reports

Progress reports shall reflect all grades including at least three minor and one major grade. Progress reports will be sent home, or made available in Skyward Family Access, during the fourth week of the grading period. Grades shall be updated in the student information 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 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 six weeks for grades 6-12 on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE(Local).

Skyward Family Access

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

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

Parent Communication

Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences between parents, teachers, campus administrators, and students are often necessary. Conferences may be held in person, 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

State law requires a student to be in attendance for at least 90 percent of the days a class is offered per year in order to be promoted from grade to grade. [See FEC]

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]

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 classroom exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following four courses: language arts (the average of English and reading), mathematics, science, and social studies.

In grades 9-12, passing at least 70 percent of the TEKS objectives on District-approved tests shall be required. Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. For more information, see Policy EIE (Local),

Students entering the ninth grade for the first time in 2011-2012 will be required to take the State of Texas Assessments of Academic Readiness (STAAR) End of Course tests. Depending upon an individual student's graduation plan, a student may be required to take and pass some or all the following assessments:

- ELA: English I, English II
- Math: Algebra I
- Science: Biology
- Social Studies: U.S. History

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and Policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Retaining of Students

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being the 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 support to help master grade-level skills in the following year. Campus recommendations for grade-level placement and accelerated instructional supports are made for students each spring following the receipt of state assessment scores.

Tutorials

The purpose of a tutorial session is to provide assistance to students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. These tutorials may be provided in a variety of ways. The teacher may choose to help students before, during, or after school. Secondary campuses may offer extended day tutorials for students who need STAAR remediation. Each campus will supply students and parents with extended

day notifications 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 intervention strategies and accommodations. If special needs persist, the teacher should consider remediation or tutorial sessions to overcome that specific deficiency. After working through the intervention and based on the student's response, a teacher may refer this student to a Student Support Team (SST) to consider assessment or other possible needs.

The state and district goals include the concept that each student should learn as many of the required Texas Essential Knowledge and Skills (TEKS) for each subject and grade level as is within his/her ability. If a student is experiencing difficulty learning a concept, the teacher should proceed through a multi-tiered system of support (MTSS) 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 SST will take place. The counselor will schedule the SST 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 a consensus as to what type of referral is appropriate. Communication should be made with parents regarding the SST's recommendations if appropriate as determined by the principal.

GRADUATION

Assessment Requirements for a Diploma

Students entering ninth grade in the 2011-2012 school year and later are required to take and successfully complete the State of Texas Assessments of Academic Readiness End of Course (STAAR-EOC) Assessments. These assessments correlate to the following courses:

- ELA: English I, English II
- Math: Algebra I
- Science: Biology
- Social Studies: U.S. History

For Course Requirements and Graduation Plan, refer to the current Course Planning Guide on the district website.

Students With Disabilities

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance.

Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH(LEGAL).]

Graduation Expenses

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

Participating In Graduation Activities

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

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

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

SECTION V: CO-CURRICULAR & EXTRA-CURRICULAR (ATHLETICS, CTE, PERFORMING AND VISUAL ARTS)

Lamar Consolidated Independent School District (Lamar CISD) has established an extremely competitive, highly recognized, and well-respected extracurricular program. Achieving a reputation for excellence takes the diligent efforts of coaches, directors, students, parents, and community supporters, as well as the support and encouragement of an outstanding administration. It is up to each of us in the district to continue to meet the demands placed on us to maintain this high standard of distinction. This handbook has been designed to aid the coach/director, students, and parents in the knowledge of policies and procedures of the extracurricular program in Lamar CISD, which will help us maintain a level of prestige among other districts.

PHILOSOPHY

Lamar Consolidated Independent School District is dedicated to giving all students the opportunity to participate in a highly competitive and comprehensive enrichment program by employing dedicated professionals and providing appropriate funding through fairly administered and conducted activities. We believe that school-related activities are a microcosm of society and 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 enhanced self-discipline. Three main themes are apparent in all successful enrichment programs: integrity, character, and honesty. The co-curricular and extra-curricular programs at Lamar CISD are 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/director establishes for the team may be more stringent than those delineated in the Student Code of Conduct.

EXTRA-CURRICULAR SCHOOL BOARD POLICY [FO LOCAL]

Sponsors and coaches of co-curricular and extra-curricular programs may develop and enforce standards of behavior that are higher than the district-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Co-curricular and extra-curricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. A student shall be informed of any behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parents shall sign and return to the sponsor or coach a statement that they have read the behavior standards and consent to them as a condition of participation in the activity. Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior which are also violations of the Student Code of Conduct may result in independent disciplinary actions. A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

PROGRAM OBJECTIVES

Extra-Curricular/Co-Curricular activities exist to enrich the student's educational experience and teach life lessons that cannot be taught in the classroom. The Extra-Curricular/Co-Curricular Coaches, Sponsors, and/or Directors are dedicated to Lamar CISD being recognized as a premier program in the state of Texas. Each participant in the various programs will be given instruction to help them grow and gain skills that can serve them long after their school days come to an end.

UIL ELIGIBILITY (HIGH SCHOOL)

The University Interscholastic League (UIL) is the governing body for public school interscholastic athletics in Texas. The following guidelines are from the University Interscholastic League Constitution and Contest Rule Manual. LCISD uses these standards for all activities and programs in order to avoid having different standards for student participants (e.g., Athletics, CTE, Fine Arts, campus clubs, organizations, honor societies, and all other extracurricular activities) as defined by the Commissioner of Education rule [19 TAC Chapter §76]).

First 6 Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the twelve months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Exceptions:

- a. When a migrant student enrolls for the first time during a school year, all criteria cited above apply. All other students who enroll too late to earn a passing grade for a grading period are ineligible.
- b. High school students transferring from out-of-state may be eligible for the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring. Students who are not in compliance with these provisions may

request a hardship appeal of their academic eligibility through the UIL state office. Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, dance team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

After the First 6 Weeks

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. However, an ineligible student may practice. The student regains eligibility after the seven-calendar day waiting period has ended following a grading period or the three-school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

- All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. (See the example at the end of this document.)
- If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g., spring break, winter holidays), the seven-calendar day grace period to lose eligibility and the seven-calendar day waiting period to regain eligibility begins the first day that classes resume.
- Students lose eligibility for a three-school week period. For purposes of the law, “three school weeks” is defined as 15 class days.

Exception:

One, but only one of the three school weeks may consist of only three or four class days, provided the school has been dismissed for a scheduled holiday period. Two class days do not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday, and Friday. A school district may request an exception from UIL officials to the two-day school week in the event of a disaster, flood, extreme weather condition, or other calamity as listed in TEC §42.005. In the event two of three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the first six weeks of the school year, academically ineligible students in schools with six-week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading

period; students in a nine-week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.

Note:

When computing eligibility calendars, it is helpful to remember that the seven-day grace period after the grading period also contains school week one of the three school week evaluation period. Also, a seven-calendar day grace and waiting period is always applicable after grading periods and evaluation periods.

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 a.m. on Sunday through midnight on Saturday. 19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

Additional UIL rules and regulations may be found in the TEA-UIL Side by Side.

Advanced Courses for Possible Waivers

Students who fail one of the designated PAP/AP courses may apply for a waiver which will allow them to continue to participate in extracurricular activities. Waiver requests require parent and teacher signatures. The principal or designee shall approve the waivers and communicate with the appropriate coach.

An athlete with an incomplete grade in any class is ineligible at the end of the seven-day grace period unless the incomplete was replaced with a passing grade prior to the end of the seven-day grace period unless special circumstances warrant an extension approved by the campus principal.

UIL ELIGIBILITY (JUNIOR HIGH SCHOOL)

- Students are eligible so long as they have been in attendance and are passing all classes in accordance with state law and rules of the State Board of Education and the Texas Education Agency.
- Eighth-grade students who are over age for eighth-grade athletics may participate on the freshman team at the high school in their attendance zone.
- A player on the eighth-grade team may not have reached his/her fifteenth birthday on or before September 1 of the current school year.
- A player on the seventh-grade team may not have reached his/her fourteenth birthday on or before September 1 of the current school year. Only over-age seventh-grade students may compete on the eighth-grade team.

GRADES

A student shall be suspended from participation in any extracurricular contest sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the athlete received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.

A grade suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met. Until the grade suspension is removed or the school year ends, the district shall review the grades of an athlete suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the athlete's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the athlete's coaches shall make the determination concerning the athlete's grades.

See Texas Education Code 33.081 (c) and Lamar CISD Board Policy FM (Legal).

ABSENCES

Lamar CISD Policy allows for UIL extracurricular absences to be coded as such and those absences are not held against a student with regard to mandatory attendance or exemptions. Extracurricular absences will be communicated in advance to staff and students, to allow students time to complete any necessary academic requirements prior to the absence.

To participate in an extracurricular activity, a student should be in attendance during the academic day.

All students participating in a Lamar CISD extracurricular activity commit to the organization, their teammates, and their school. Each program demands the dedication of time and energy of the student. Part of this commitment is to be a student first and strive for academic excellence. Another integral part of the commitment is to place the Lamar CISD organization above participation in any non-school-sanctioned activities and attend all practices and performances scheduled by Lamar CISD sponsors.

Schedule Conflicts

Students participating in more than one activity could have conflicts from time to time. Please notify the coaches/sponsors/directors as soon as the conflict arises. The following order will be used to help settle these conflicts:

- State
- Regional Events
- Area
- Bi-District
- District
- Non-District

- Local Performances
- Scrimmages
- Practice

TESTING

STAAR Testing – State Board of Education

A school may not schedule an extracurricular contest or a public performance to occur on the day immediately preceding or evening immediately preceding the day on which the administration of the State of Texas Assessment of Academic Readiness (STAAR) test is scheduled for Grades 3-12. Practices can be held the day of and day prior to a STAAR test, however practices should end no later than 6:00 p.m.

LIMITS ON PRACTICE AND PERFORMANCE

All extracurricular programs follow UIL guidelines, including CTE, and fine arts groups, as well as the various regulations specified for each athletic sport. Specific details are found in the TEA-UIL Side by Side and at www.uil texas.org.

The Commissioner of Education regulations limit participation to one contest per school week. Participation is defined as involvement with the activity (e.g., traveling with the team, sitting on the bench). Example: On a Tuesday night, the student's name is on the scorebook, but she remains on the bench and does not enter the game. This counts as participation according to state law. That student cannot participate again until Friday after school.

19 TAC §76.1001, Subchapter AA

(d) Limitations on practice, rehearsal, and student participation in extracurricular activities during the school week shall be as follows:

1. For any given extracurricular activity, a student may not participate in more than one activity per school week, excluding holidays, except as provided in paragraph (2) of this subsection.
2. In addition to the limit specified in paragraph (1) of this subsection of one extracurricular activity permitted per school week, a student may also participate in a tournament or post-district contest, as well as a contest postponed by weather or public disaster that may determine advancement to a post-district level of competition.
3. For each extracurricular activity, a school district must limit students to a maximum of eight hours of practice and rehearsal outside the school day per school week.
4. The Commissioner of Education recommends that school districts avoid scheduling extracurricular activities or public performances on the day or evening immediately preceding the day on which the administration of the statewide student assessment program is scheduled for Grades 3-11.

Sunday Prohibitions:

UIL rules prohibit interschool athletic, academic, and fine arts competitions (including marching contests) on Sunday. However, academic, and fine arts activities may schedule practice sessions or events on Sunday provided such sessions receive advance approval from the Superintendent or his/her designee.

UIL area, regional, and state competitions may be held on Sunday, due to unavoidable circumstances which cause hardship to participating schools, provided they are approved by all the following:

- a. A UIL staff director,
- b. Designated administrators of the participating schools, and
- c. The meet director.

NOTICE OF NONDISCRIMINATION

It is the policy of the Lamar CISD not to discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, the Age Act of 1975, and Section 504 of the Rehabilitation Act of 1973, as amended. No provision of an extracurricular behavior standard shall have the effect of discriminating on the basis of the athlete's sex, race, disability, religion, or ethnicity.

SERIOUS MISCONDUCT

A student who is involved in Serious Misconduct is subject to disciplinary consequences in accordance with the Student Code of Conduct and may also receive consequences, loss of privileges, or removal from an extracurricular organization(s). Students who are subjected to removal from the home campus for disciplinary reasons are not eligible to represent their home campus during the period of removal. Students who are placed in In-School Suspension (ISS) or Out-of-School Suspension (OSS) may not practice or participate in extracurricular activities until they return to regular classroom instruction.

A student in grades 7 through 12 shall lose the privilege of participation in extracurricular activities during the semester in which they are placed in a disciplinary Alternative Education Program or Expulsion.

HAZING

Hazing is defined as an act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act; these acts run counter to the educational

mission of extracurricular activities, regardless of the victim's willingness to participate.

The list below provides examples of some types of hazing. This list is not meant to be comprehensive.

- Being yelled at, cursed, or sworn at;
- Being publicly harassed;
- Being expected to act as a personal servant to an older group member;
- Being coerced/forced to eat certain foods;
- Being thrown or forced to go into a pond, ocean, toilet, or other body of water;
- Being pressured to be tattooed, pierced, or shaven;
- Being coerced/forced to participate in drinking contests;
- Being forced/coerced to participate in any physical or elicited activity that causes the victim to pass out;
- Being forced/coerced to destroy or vandalize property;
- Being forced/coerced to inflict pain on yourself or others

CRITICAL INCIDENT REPORTING

The sponsor must report critical incidents to the principal and his/her organizational supervisor immediately. This will ensure sensitive and serious situations are being communicated as clearly and effectively as possible throughout the District. A written report of an incident must be sent to the principal and organizational director within 24 hours of the occurrence. If a situation is an emergency, the sponsor must immediately notify the necessary supervisors by telephone.

EXTRA-CURRICULAR DAEP/JJAEP PLACEMENT RETURN POLICY

1. Complete the assigned period of placement in DAEP/JJAEP.
2. Upon successful completion and return to the home campus, the student remains ineligible for participation in campus extracurricular programs for the remainder of the current semester.
3. Where tryouts are applicable,
 - a. During a student's DAEP/JJAEP placement they are ineligible for tryouts/auditions at their home campus.
 - b. Upon successful completion and return to the home campus students remain ineligible for tryouts/auditions for the remainder of the current semester.
4. If, due to extenuating circumstances, a student serves their DAEP placement at their home campus, all the above applies.

SOCIAL MEDIA

Everything posted on social media is public information – any text or photo placed online is completely out of your control the moment it is placed online – even if security settings are listed as “private”. Information (including pictures, videos, and comments) may be accessible even after being removed. Once a photo or comment on a social networking site has been posted, that photo or comment becomes the property of the site and may be searchable even after being removed.

Similar to comments made in person, Lamar CISD will not tolerate disrespectful comments and behavior online, such as:

- Derogatory language or remarks that may harm other teammates or coaches; other Lamar CISD cheerleaders, teachers, or coaches; and cheerleaders, coaches, or representatives of other schools, including comments that may disrespect opponents.
- Incriminating photos or statements depicting violence; hazing; sexual harassment; full or partial nudity; inappropriate gestures; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
- Creating a danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
- Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.

All students are expected to adhere to the District's Discipline Management Plan and Student Code of Conduct. However, because students representing the District in extracurricular activities are expected to adhere to higher standards of conduct, sponsors, directors, and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District's Discipline Management Plan and Student Code of Conduct. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. A student may be removed from participation in extracurricular activities or may be excluded from school honor and leadership organizations for violation of organizational standards of conduct in an extracurricular activity or violation of the Discipline Management Plan and Student Code of Conduct.

Social Electronic Media Behavior Standard

Any student member of an extracurricular organization representing themselves, or their organization, in an unfavorable, questionable, or illegal manner through social electronic media (i.e. X - Formerly Twitter, Instagram, Snapchat, Facebook, websites, blogs, text messages, chat rooms, etc.) or on communication devices in such a way as to bring discredit, dishonor, or disgrace on their organization or members of any other school organization will be subject to the disciplinary actions determined by appropriate school personnel including organization coaches and directors. Social electronic media violations can result in removal from the extra-curricular organization through the end of the current semester. A second violation can result in removal from the extra-curricular organization for the year.

GENERAL GUIDELINES

UIL Governed Activities

All activities governed by the UIL shall follow UIL mandates and regulations. These are found in the UIL Side by Side document, as well as the UIL Constitution and Contest Rules (19 TAC § 76.1001, Subchapter AA). UIL rules generally prohibit interschool athletic, academic, and fine arts competitions (including marching contests) on Sunday; exceptions are noted in the Side-by-Side document.

<http://www.uiltexas.org/policy/tea-uil-side-by-side>

Non-UIL Governed Activities shall adhere to UIL guidelines.

TRAVEL

Students who have the opportunity to travel in connection with the Lamar CISD extracurricular events are representatives of the district and must exhibit exemplary behavior at all times. Students who dress or act inappropriately while traveling to or from a Lamar CISD activity may be suspended or removed from the scheduled event and/or extra-curricular program.

All students who participate in school-sponsored trips are required to ride in transportation provided by Lamar CISD to and from the event. An individual exception may be made due to extenuating circumstances if the student's parent or guardian request is approved by the extracurricular sponsor and the Lamar CISD Parent Permission Travel Form is approved by the campus principal. Requests for Transportation Exceptions must be made and approved no later than 24 hours before the scheduled event.

Students are not allowed to drive themselves to in-district or out-of-district school-sponsored events. Students involved in travel shall:

1. Be on time for all trips;
2. Dress neatly and in compliance with the district's dress and grooming policy;
3. Be on their best behavior in restaurants and hotels;
4. Care for any equipment assigned to the coach and return it to the proper storage location upon return to the school;
5. Be on their best behavior while on the bus or other vehicle;
6. Promptly obey all instructions given by either the sponsor(s) and/or school-approved adult chaperones.
7. Follow the Lamar CISD "Rules of the Road" for all overnight trips.

RULES OF THE ROAD FOR OVERNIGHT TRAVEL

These Guidelines Are to Be Reviewed with Students and Parents Prior To Any Overnight Travel. Campuses And Organizations May Impose Additional Guidelines, As Appropriate to The Trip.

1. No male may be inside a female's hotel room at any time for any reason. No female may be inside a male's hotel room at any time for any reason. Students may not switch their assigned hotel rooms without prior approval of the trip sponsor. If caught, consequences may be assigned depending on the situation, up to and including immediate removal from the trip and being returned home at the parent's expense.
2. Once "Lights Out" is declared, every student must be in his/her assigned hotel room with the door closed and lights out.
3. Sponsors will conduct room/door checks throughout the night, to ensure that students remain in their rooms.

4. Sponsors will establish a meeting location for students in the event of a fire alarm at the hotel. Sponsors will ensure that all students have evacuated appropriately and will then meet the students at the prearranged location, where a roll call will be taken to confirm that all are present.
5. All students must participate in all activities set forth by sponsors. No student may deviate from the itinerary; all students must be on time for all scheduled meetings, events, and activities. All decisions about the trip will be made by sponsors. Students must always be in groups of at least 2 or 3. This includes when going to the restroom. No one student is ever allowed to be by himself/herself at any time. Students who do not remain with the group or who are not in the correct areas, as reflected on the itinerary, including in their hotel room after lights out, will receive consequences on the trip and may be sent home at the expense of the parent(s).
6. Any student caught shoplifting or breaking the law; or caught with any illegal item or substance, including but not limited to weapons, alcohol, drugs, or tobacco may be sent home at the expense of the parent(s) and may be arrested, in accordance with the provisions of the law. Upon arrival at school, the student will face disciplinary consequences set forth by the campus administration and the Student Code of Conduct.
7. Students are to be always on their best behavior, as they are representing their campus and Lamar CISD. All disciplinary issues will be handled by the trip sponsor(s) only. Sponsors will report all serious infractions immediately to the appropriate campus and/or district administrator, per the campus protocol. Severe disruptions may result in the student's removal from the trip and return home, at the parents' expense.
8. Students are to immediately notify their sponsor if they become aware that another student has violated a safety rule or Rule of the Road. Failure to do so may result in disciplinary consequences for the student who remained silent.
9. Disrespect will not be tolerated. Any disrespect toward chaperones, sponsors, or others, including other schools, may result in disciplinary consequences on the trip as well as consequences upon arrival at school. Students are to be respectful of other hotel guests. There is to be no loud music, running in the halls, prank calling to other rooms, or disruptive behavior of any kind.
10. No one is to use the hotel room phone to make out-of-hotel phone calls. No movies and no room service may be ordered. No items may be taken from the hotel, including hotel towels, robes, remotes, pillows, linens, and the like.
11. Everyone is to always maintain a positive attitude. If things run late, something goes wrong, etc. everyone is to deal with all situations calmly. Any negative attitudes may prevent the entire group from participating in scheduled events. No emotional outbursts from students, including arguments, will be tolerated.
12. Students must bring enough money for expenses, as set forth by sponsors, and dress appropriately for each day's activities and weather.
13. Parents may travel to the team/group/club's destination but must do so on their own accord, not as a chaperone. Exceptions must be preapproved by campus administration. Parents

traveling as chaperones for the trip must be officially cleared as volunteers by Lamar CISD prior to preapproval by campus administration.

14. All preapproved groups of adults who are chaperoning groups of students of mixed genders must be mixed gender as well.
15. A parent or relative may not remove their student from assigned activities set forth by the sponsor. The group must travel as a group. If a parent insists on pulling his/her student away from the group, the parent forfeits his/her student's spot on the team/group and will assume all financial responsibility for his/her student from that point forward. This includes remaining lodging, meals, airfare/bus/transportation, etc.
16. Other than health or safety issues, parents may not address the trip sponsor with any concerns dealing with their child during the trip and must wait until return to school.

ATHLETICS

PHILOSOPHY AND PURPOSE

LCISD prioritizes safety, student well-being, and exemplary conduct of its athletes participating in all sports. Those who choose to participate will be held to higher standards of behavior in and out of the school day. Lamar CISD policies and procedures change to reflect current issues, situations, and objectives. Coaches will review current policies and procedures at each sport's pre-season meeting. In addition to obeying rules outlined in the Lamar CISD Extra-Curricular Handbook, all athletes in grades 7 through 12 participating in Lamar CISD athletics will be required to comply with the following guidelines and disciplinary regulations.

ATHLETIC CODE OF CONDUCT

Athletics is not a requirement for graduation, and participation is strictly voluntary. Athletics, as a discipline, stresses work ethic, teamwork, sportsmanship, integrity, and sacrifice. Should the actions of an athlete fail to exhibit these same characteristics, the privilege of participating in athletics may be revoked. All coaches must be willing to work, within the guidelines of the athletic department, to help any athlete should he/she need direction or assistance. Lamar CISD intends to help its athletes stay on course and succeed, both in the classroom and in their chosen sport.

Therefore, this Athletic Code of Conduct extends beyond the Lamar CISD Student Code of Conduct not only in types of behavior prohibited but also in corresponding consequences and jurisdiction for imposing discipline.

ATHLETE CODE OF CONDUCT (UIL C & CR SECTION 1201 B)

Student-Athlete Conduct

All athletes in grades 7 through 12 participating in any Lamar CISD extracurricular activity shall comply with the following rules of conduct in addition to obeying the rules outlined in the Lamar CISD Student Code of Conduct and any other rules communicated to the athlete by their coach.

Athletes who participate in extracurricular activities shall always comply with the following rules, on or off campus, regardless of whether school is in session:

1. Show respect for Lamar CISD officials and staff;
2. Participate in every practice, competition, and event required by the coach, unless the coach has granted an excused absence;
3. Arrive promptly, properly attired, for every practice, competition, etc., unless the coach has granted an excused absence;
4. Do not possess or use any illegal or controlled substance;
5. Demonstrate sportsmanlike behavior;
6. Demonstrate a positive attitude;
7. Be courteous and polite to others;
8. Respect the possessions of others;
9. Display academic integrity.

Athletes who violate these guidelines may be subject to consequences.

Rules of Conduct

As representatives of Lamar CISD, athletes in grades 7 through 12 who participate in extracurricular activities are expected to demonstrate exemplary behavior and dedication, whether at school or away. Nothing in the LCISD Extracurricular Code of Conduct limits or otherwise restricts the authority of the coach or administrator to limit or restrict participation or assign consequences for offenses not included in this handbook. Before an athlete is suspended or removed from participation in an extracurricular activity, and before any other consequence is imposed as provided in this handbook, the alleged infraction will be documented, and a reasonable investigation of the allegation shall occur. The coach shall notify the athlete and the athlete's parent/guardian to discuss the reasons for which the action is being taken and to offer the athlete an opportunity to discuss the matter. Note: The athlete may not participate in the activity until the matter is resolved.

Serious Misconduct

A student who is involved in Serious Misconduct is subject to disciplinary consequences in accordance with the Student Code of Conduct and may also receive consequences, loss of privileges, or removal from extracurricular organization(s). Students who are removed from the home campus for disciplinary reasons are not eligible to represent their home campus during the period of removal. Students who are placed in In-School Suspension (ISS) or Out-of-School Suspension (OSS) may not practice or participate in extracurricular activities until returning to their regular class schedule.

A student in grades 7 through 12 shall lose the privilege of participation in extracurricular activities during the semester in which they are placed in a disciplinary Alternative Education Program or Expulsion.

PARENT CODE OF CONDUCT

Parents are encouraged to attend athletes' events and to cheer all athletes to work hard and meet their potential. Parents are reminded that they must be positive and always model good sportsmanship. Spectators who fail to abide by these guidelines could be removed from events; if such behavior is repetitive, the parent could be banned from attendance.

Parents who have concerns regarding their athlete's involvement in any sport should follow the LCISD Athletics chain of command (listed below) as recommended in this handbook.

SPECTATOR CODE OF CONDUCT

- Spectators are an important part of the games and are encouraged to conform to accepted standards of good sportsmanship and behavior.
- Spectators will respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.

- Spectators will observe the rules of the local school concerning smoking, drinking, littering, and parking procedures.
- Spectators will respect and obey all school officials and supervisors at athletic contests.

All spectators are required to follow Lamar CISD policy as well as UIL policy regarding spectator behavior. To read official UIL policy regarding spectators, visit:

<http://www.uiltexas.org/files/media/PA-spot-announcements.pdf>

Spectators who fail to abide by these guidelines can be removed from athletic events. If a spectator is removed from an event, they will receive a verbal warning regarding their behavior. If any spectator is removed from additional events or shows blatant disregard for the officials, administrators, or law enforcement officials on site, they can be banned from attending LCISD sporting events. Any spectator who assaults an official, coach, student or fellow spectator will be banned from attending LCISD sporting events for at least one calendar year.

CHAIN OF COMMAND

1. Specific Team Coach (9th/JV/7th, etc.)
2. Head Coach of the specific sport
3. Campus Coordinator
4. Campus Principal
5. Lamar CISD Athletic Director
6. Chief Student Services Officer
7. Superintendent
8. Board of Trustees

ATHLETE EXPECTATIONS

Dress and Grooming – Athletes who participate in any sport shall comply with the district’s policy on athlete dress and grooming and the coach’s specific requirements for the activity.

Attendance – An athlete must be in attendance as a full-time student at a Lamar CISD school to participate in any sport, including tryouts, at his/her Lamar CISD campus of enrollment or future campus of enrollment in the case of a 6th or 8th grade athlete being promoted to junior high or high school. Athletes’ absences from extracurricular activities shall be excused only for those reasons outlined in the student handbook. Excessive unexcused absences may result in suspension or dismissal from the activity.

Practice Regulations

Athletes are responsible for:

- Informing his/her coach of any anticipated absence prior to any practice or games. Failure to do so may result in an unexcused absence. Unexcused absences and/or failure to communicate with a coach about any absence may result in the loss of playing time or suspension from the team. Obeying all rules and meeting expectations as communicated by the coach.
- Refraining from the use of profanity, vulgar, or disrespectful language

- Always Contributing their best

Athletes engaged in extracurricular activities are expected to participate in all practices, competitions, and other events identified by the coach. Coaches will identify times for required practices, competitions, and events in advance. Academically ineligible athletes may practice with other athletes, but may not travel with the team, or participate in a competition or other public performance.

Athletes with injuries are required to attend any practice, competition, or other event relating to the activity and are allowed to participate only to the extent authorized by written order of their physician and/or campus athletic trainer. Athletes will be excused from participation in any practice or competition if they are observing holy days. Athletes are responsible for notifying the coach of any need to be absent for religious reasons prior to the absence.

Athletes should make every effort to schedule health care appointments at times that will not interfere with school or activity participation. If a conflict is unavoidable, the athlete shall inform the coach prior to the appointment and provide written documentation of the appointment.

PARENT AND COACH COMMUNICATION EXPECTATIONS

Communication parents should expect from their child's coach:

1. Coach's philosophy
2. Expectations the coach has for student-athletes
3. Locations and times of practices and contests.
4. Team requirements (equipment needs, meal plans, travel expectations, etc.)
5. Procedures that will be followed if your child becomes injured during participation.

Communication coaches expect from parents:

1. Concerns regarding their son or daughter are expressed directly to the coach at the appropriate time and place.
2. Updates on illness or injury affecting their child.
3. Notification of any schedule conflicts well in advance.

Every sport will conduct a pre-season parent meeting that will be coordinated with the campus athletic coordinators.

UIL SPORT VS CLUB SPORT

An athlete in season for any Lamar CISD sport takes precedence over non-UIL activities (i.e. Club, AAU, etc.) Missing scheduled UIL events may result in consequences or missed playing time.

PARTICIPATION GUIDELINES

Each athlete must be cleared by the athletic trainer prior to participation at the high school and junior high level.

All required forms must be completed in their entirety before a student participates in any try-out, practice, athletic competition, travel, etc. with an athletic team for any purpose.

Turn in to Trainer:

- UIL Pre-Participation Physical (Original Copy)
- Medical History

Submit via Rank One (www.rankonesports.com):

- UIL Cardiac Awareness Form
- Concussion Acknowledgement Form
- UIL Acknowledgement of Rules
- LCISD Student Handbook Signature Page
- Bona Fide Residence Form
- Consent to Treat

ATHLETIC TRAINING GUIDELINES

For Student-Athletes in Grades 7-12

1. Treatments are to be administered only to athletes from a Lamar CISD high school or junior high school who are injured during school-sponsored activities.
2. Only athletes who are cleared in Rank One and involved in a UIL activity will be treated.
3. Any athlete who is under the care of a physician must provide written documentation of treatment protocol, restrictions, and/or release for return to play.
4. Athletes who are members of a school-sponsored activity who are injured in non-UIL activities will only receive first aid care until they are evaluated by a physician. The physician must provide, in writing, a treatment protocol for the athletic trainer to follow.

Non-Athletic Injuries

Non-athletic injuries will be seen in the athletic training room under the following guidelines:

1. Due to liability concerns, the athlete must first see a medical doctor prior to being treated by the athletic training staff.
2. The athlete must provide a prescription for treatment/rehabilitation from the medical doctor. The information must be specific as to what type of rehabilitation is to be done.

Health and Welfare

All injuries should be reported immediately to the coach or trainer on duty. Doctor's notes should also be made available to the coach. If possible, rest and rehab should be done under the coach's care.

HEAT & HYDRATION GUIDELINES

Lamar CISD Hot Weather Policy

Practice or competition in hot and humid environmental conditions poses special problems for student-athletes. Heat stress and resulting heat illness are a primary concern in these conditions. Although deaths from heat illness are rare, constant surveillance and education are necessary to

prevent heat-related problems. The following practices should be observed.

General Considerations for Risk Reductions:

1. Encourage proper education regarding heat illnesses (for athletes, coaches, parents, medical staff, etc.) Education about risk factors should focus on hydration needs; acclimatization, work/rest ratio, signs and symptoms of exertional heat illnesses, treatment, dietary supplements, nutritional issues, and fitness status.
2. Assure that onsite medical staff has the authority to alter work/rest ratios, practice schedules, amount of equipment, and withdrawal of individuals from participation based on environment and/or athlete's medical condition.

General Guidelines:

1. An initial complete medical history and physical exam.
2. Gradual acclimatization of the athlete to hot/humid conditions is a must. We advise that student-athletes should gradually increase exposure to hot and/or humid environmental conditions over a period of seven to 10 days to achieve acclimatization.
3. Clothing and protective gear can increase heat stress. Dark colors absorb solar radiation, clothing, and protective gear interfere with the evaporation of sweat and other avenues of heat loss. During the acclimatization process, student-athletes should practice in T-shirts, shorts, socks, and shoes. Rubberized suits should never be worn.
4. To identify heat stress conditions, regular measurements of environmental conditions will be taken daily. Lamar CISD will use the Telvent DTN weather station at the high school level.
5. Junior High Coordinators will get a heat index reading from an approved source at 1:30 p.m. and follow the guidelines appropriate for that heat index reading.

Specific Guidelines:

Heat index of less than 100:

- No Restrictions.

Heat index of 100-105:

- Outdoor workouts limited to 2 hours, 10-minute break every 45 minutes.
- Junior High workouts limited to 1 ½ hours, 10-minute break every 30 minutes.
- Cross country must stay on campus, limit runs to ½ of the normal length.
- Conditioning for football should take place without helmets/shoulder pads.
- Athletes are allowed to remove helmets if not actively participating.

Heat index of 105-110:

- High School workout limited to 1 ½ hours, 10-minute break every 45 minutes.
- Jr. High workouts limited to 1 ½ hours, 10-minute break every 30 minutes.
- Unrestricted access to water at all times
- A 10-minute break should proceed all conditioning for high school.
- Conditioning should take place without helmets/shoulder pads and not exceed 10 minutes.
- Jr. High Conditioning should be moved indoors.

- Extra conditioning/running canceled.
- Decrease repetitions and practice for overweight individuals.
- Asthmatic athletes may remove themselves from workouts without penalties or repercussions.

Heat Index of 110-115:

- Junior High workouts should be moved indoors.
- Shorts and T-shirts, helmets for high school workouts.
- Practice shortened to 1 ½ hours for high school.
- Unrestricted access to water at all times
- 15-minute break every hour.
- Conditioning should take place indoors.
- Decrease repetitions and practice for overweight individuals.
- Asthmatic athletes may remove themselves from workouts without penalties.

Heat index of greater than 115:

- No outdoor workout.

Lamar CISD Cold Weather Policy

Cold weather is defined as any temperature that can negatively affect the body's regulatory system. These do not have to be freezing temperatures. The following temperature guidelines have been established for the Lamar Consolidated ISD Athletic Department practices and games.

Cold Weather Caution: When temperatures or wind chill (which is lower than actual temperature) are from 40-30°F.

- No modification of practices, but warning will be given to coaches and athletes.
- Coaches and Athletic Trainers emphasize the importance of following UIL Cold Weather Illness Recommendations.
- Watch those "high-risk" athletes.

Cold Weather Warning: When temperatures or wind chill is from 30-20°F, there may be a modified outside participation of 45 minutes.

- Warm-up to be started indoors (stretching, etc.) to not take away from 45 minutes.
- A practice that keeps individuals moving, try to avoid working up a big sweat in the first 20 minutes, having them be wet, and then sit around watching.
- Wearing a hat that covers the ears, and some sort of gloves to cover the hands are required.
- Keeping a very close eye on those "high-risk" athletes.
- If available, a cool-down indoors.

Cold Weather Termination: When temperatures or wind chill reaches 19°F and below, there may be a termination of outside practices and games.

MULTIPLE SPORT PARTICIPATION

Participation in multiple sports is encouraged as it creates cross-training and increases the ability of the athlete to be more coachable. In cases where a sport overlaps, an athlete must complete that season's sport before entering the next sport unless agreed on by both head coaches. Coaches will not discourage any athlete from participating in multiple sports. Any conversation regarding multisport

participation will include the coaches of all sports involved. It is the coaches' responsibility to create a schedule for a multisport athlete. It is the athlete's responsibility to communicate their various sports schedules to all coaches involved.

NON-SCHOOL SPORTS AND CAMP PARTICIPATION

Athletes must be aware of UIL/ Lamar CISD policies, guidelines, and regulations regarding non-school activities. Various UIL restrictions apply and can be accessed by going to www.uiltexas.org.

OFF SEASON PROGRAMS

LCISD athletes must be currently enrolled in an athletic period that is currently in-season or participating in the off-season program. All athletes are expected to be in the athletic period, in-season, and off-season program, year-round. If, for an academic reason, an athlete cannot be in the athletic period they will need to speak with the Campus Athletic Coordinator to obtain permission to be absent from the athletic period in lieu of an academic class.

TEAM RULES

Additional team rules may be established by each head coach and based on UIL/Lamar CISD policies and administrative guidelines and regulations.

SEPARATION FROM TEAM

There will be times when an athlete finds it necessary to quit playing a sport before, during, or after the season. The following should be followed in order to quit a sport:

- The athlete should talk to the coach. The coach should also have a conversation with the athlete's parent/guardian regarding this decision.
- The student may need to be placed into a Physical Education class in order to complete the credit begun in athletics or stay in the athletic period until a schedule change can occur, which could be the next semester.
- All equipment issued must be returned or paid for.
- The athlete will not be allowed to return to the team during the current school year. An athlete shall not join another sport until the end of the season of the sport he/she has quit.

JEWELRY

To prevent any injuries or accidental wearing of jewelry to practice, all jewelry will be removed before the activity. LCISD Athletics and coaches will not be responsible for lost or stolen items.

EQUIPMENT

Any district equipment issued to an athlete is the financial responsibility of the athlete and for the athlete's use while participating in a school-related activity. At no time is district equipment for personal use.

Athletes must care for district-issued equipment as if it were their own. Equipment must be properly stored, in a proper location, and shall be kept clean and maintained. Athletes who lose or damage district equipment due to negligence will be required to pay for the cost of replacement.

All district equipment must be returned at the end of the season or school year, as directed by the coach.

Individually owned equipment, if allowed per sport, is the sole responsibility of the athlete; Lamar CISD will not be responsible for any loss or damage that occurs to athlete-owned equipment.

As uniforms are required for all sports, the athlete shall be required to ensure that the uniform is worn only at appropriate times and is neat and clean for practice, performance, and/or competition.

TRAVEL

Athletes who have the opportunity to travel in connection with the Lamar CISD athletic event are representatives of the district and must exhibit exemplary behavior at all times. Athletes who dress or act inappropriately while traveling to or from a Lamar CISD activity may be suspended or removed from the event, depending upon the nature.

All athletes who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. An exception may be made if the athlete's parent or guardian personally requests, through the Lamar CISD Parent Permission Travel Form, that the athlete be allowed to ride to/from the event with the parent, guardian, or other adult and must be approved by the campus administration prior to the scheduled trip.

AWARDS/LETTERING

Athletes may receive a letter in any one of the four years in high school if they fulfill the lettering requirement for that sport. Lettering is the result of meeting a minimum playing, participating or contribution standard in extracurricular or co-curricular activities. A participant may letter at the coach's discretion if the participant is considered to have been of exceptional value to the team. Lettering and all other awards must be in accordance with UIL guidelines for activities governed by the UIL.

Any Varsity athlete who participates in the majority of the Varsity season while remaining in good standing academically and behaviorally will be considered for a Varsity letter. A player, manager, or trainer who makes a significant contribution during a portion of the season can also be considered with CAC/ACAC approval.

If at any time an athlete quits or is eliminated from athletics in or out of season, he/she gives up all rights to any honors/awards which he/she has earned, but not yet received.

Any sport-specific awards and lettering policies will have approval from the Campus Athletic Coordinator and Principal. Awards and that lettering policy will be communicated annually to every player, manager, and trainer prior to the start of the season.

ATHLETIC BOOSTER CLUBS

Booster clubs can be extremely important when managed correctly. Athletic booster clubs are under the supervision of the Campus Athletic Coordinator and Director of Athletics. Booster clubs must operate within the guidelines and procedures set forth by Lamar CISD. Head coaches will be held responsible for UIL/Lamar CISD compliance. Lamar CISD requires that the athletic booster club be an All-Sport booster club and prohibits each individual sport from having their own.

For complete UIL rules regarding athletic booster clubs, please visit:

<http://www.uil texas.org/files/booster-guide.pdf>

FUNDRAISING

- Any type of fundraising must have prior approval by the campus athletic coordinator and/or campus principal.
- Fundraising projects are subject to state law.
- For additional information, coaches will refer to Lamar CISD Board policies regarding fundraisers, as well as UIL policies.

ATHLETICS - CHEERLEADING

PROGRAM STRUCTURE

In LCISD, Cheerleading is considered an athletic program, and cheerleaders are expected to follow all policies and procedures as outlined in the Athletic section of this handbook. Additional information regarding LCISD Cheerleading can be found under the Cheer tab on the LCISD Athletic Department website.

High School Cheerleading

Spring tryouts will be held to select two squads at each high school in LCISD.

The **Junior Varsity** or JV Squad will be made up of 9th – 11th graders while the **Varsity Squad** will be made up of 10th – 12th graders.

In September, the High School Coach will select the members of their **Competition Squad** for UIL Competition. Those members can be from either squad and any grade level. The Competition Squad is considered a Varsity level group.

Junior High School Cheerleading

Spring tryouts will be held to select one junior high school cheer squad that will be made up of a combination of 7th and 8th graders.

TRYOUT GUIDELINES

Each coach will hold a pre-tryout meeting with all interested students/parents prior to the tryout process beginning. High schools will hold their meetings in February and tryout paperwork will be due to the head coach by the published date and time. Junior high schools will hold their meetings in March or April and all paperwork will be due to the coach by the published date and time. All cheerleading candidates must have a current physical to try out.

The Friday prior to each group's tryout, a video link will be placed on the LCISD Athletic Department web page on the CHEER tab. The video will show the tryout routine that will be used by all candidates in LCISD. The video will be produced by an independent gym and instructor.

Coaches may choose to host a practice clinic during the week leading up to their tryouts to afford candidates practice time. That schedule will be shared by the coach on each campus.

Each coach will hold mock tryouts the night before their official tryout. At this time, they will check attire, give cheerleaders their tryout order and number, and rehearse the whole tryout process for the next night.

Additional information concerning tryouts can be found under the Cheer tab on the LCISD Athletic Department web page.

High School Cheerleaders will be announced online by the first Saturday of Spring Break. Junior High Cheerleaders will be announced online by the Saturday following their tryout. Any parent who would like a report of their child's scores from tryouts must submit the request via email to the Campus Principal within 10 school days following the posting of the cheer teams.

OUT OF POCKET COSTS

High School Varsity Team = No more than \$750 on apparel and up to \$1,000 maximum that includes camp.

High School Junior Varsity Team = No more than \$750 total including any camp charges. JV Teams will not travel to the camp but may have a camp in LCISD.

High School Competition Team = No more than \$100 additional dollars for any additional apparel.

Junior High Teams = No more than \$565 total including any camp charges. Junior high teams will attend a day camp in LCISD with other junior high teams.

COMPETITION SQUADS

In September, High School Cheer Coaches will select a competition squad from all eligible students on their campus. This squad will spend additional time practicing in preparation for their January UIL competition. Members of this squad will travel to the UIL State Spirit Competition as a team to represent their school. This is considered Varsity level competition and additional fees of up to \$100 may be charged for equipment and apparel.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

PHILOSOPHY AND PURPOSE

The establishment of a uniform CTE handbook reflects the district's concern for the safety, well-being, and conduct of its CTE students. Since participation in co/extracurricular programs is optional, those who choose to participate will be held to higher standards of behavior and performance in and out of school. Additionally, students and parents are reminded that participation in interscholastic competition is a privilege, not a right. In addition to obeying rules outlined in the Lamar CISD Extra-Curricular Handbook, all students in grades 7 through 12 participating in Lamar CISD CTE programs will be required to comply with the following guidelines and disciplinary regulations.

GOALS OF CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO'S)

CTSOs and Career and Technical Education (CTE) provide opportunities for student success in various career areas. CTOS provide co-curricular activities that strengthen and reinforce the overall CTE educational experience.

CTSO and CTE education should include curricula to:

- keep students involved and motivated.
- develop strong leadership skills.
- educate students in government leadership.
- encourage students to achieve high academic skills.
- enhance student self-esteem and self-confidence.
- develop work-based skills and employment ethics.
- assist students in developing high occupational standards.
- teach students about business partnerships and networking.
- incorporate school-based learning with work-based learning.
- educate and develop student skills to become a productive citizen.

COMPETITIVE ACTIVITIES AND EVENTS

CTSOs host competitive events at the local, state, and national levels in which students can participate, provided they compete and advance in the same event. Sponsors will guide students through the competitive process and prepare them to meet the expectations of these rigorous, competitive events.

PARENT & SPONSOR COMMUNICATION EXPECTATIONS

Communication parents should expect from their child's sponsor includes and are not limited to:

1. Sponsor's philosophy
2. Expectations the sponsor has for the student
3. Locations and times of practices and contests.
4. Organization requirements (fees, special equipment needed, etc.)
5. Procedures that will be followed if your child becomes injured during participation.

Communication sponsors expect from parents:

1. Concerns regarding their son or daughter are expressed directly to the sponsor at the appropriate time and place.
2. Specific concerns regarding the sponsor's philosophy and/or expectations.
3. Notification of any schedule conflicts well in advance.

Every high school organization will conduct introductory meetings that will be coordinated with the campus principal to provide information about the organization and its expectations as well as those of the sponsor.

CAREER AND TECHNICAL STUDENT ORGANIZATION PROFILES

Technology Students Association

STEM and Technology Education Students

Websites: www.tsaweb.org & www.texastsa.org

Mission / Vision: The Technology Student Association enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intra-curricular activities, competitions, and related programs.

The Technology Student Association (TSA) is a national organization of students engaged in science, technology, engineering, and mathematics (STEM) and is open to students enrolled in technology education courses.

DECA

Marketing and Management Education Students

Websites: www.deca.org & www.texasdeca.org

Mission / Vision: DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe.

DECA membership is available to students with career interests in marketing, entrepreneurship, finance, hospitality, and management in grades nine through twelve.

FFA - Future Farmers Of America

Agricultural Education Students

Websites: www.ffa.org & www.texasffa.org

Mission / Vision: FFA prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber, and natural resource systems. FFA increases awareness of global technological importance of agriculture, develops competent agricultural leadership, builds self-confidence, promotes cooperation and cooperative attitudes, and promotes citizenship, volunteerism, and patriotism.

FFA is one of the three integral components of an agricultural education program: classroom instruction, supervised agricultural experiences, and life skills. Students between the ages of 12 and 21 who are enrolled in a systematic course of instruction in agricultural education are eligible for membership.

HOSA - Future Health Professionals

Health Occupations Education Students

Website: www.hosa.org & www.texashosa.org

Mission / Vision: The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health science technology education students, therefore helping students to meet the needs of the healthcare community.

HOSA is for students who are currently enrolled in secondary or postsecondary/collegiate health science education classes and/or who are planning to pursue or are currently pursuing a career in the health professions.

Skills USA

Trade and Industrial Education Students

Website: www.skillsusa.org & www.skillsusatx.org

Mission / Vision: SkillsUSA is a partnership of students, teachers, and industry working together to ensure that America has a skilled workforce. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, lifelong education, and pride in the dignity of work.

SkillsUSA is open to students enrolled in trade, technical, engineering, industry, and health-related programs in secondary and postsecondary schools and community colleges with a paid state and national skills membership.

The Texas Association of Future Educators (TAFE)

Website: www.tafeonline.org

The Texas Association of Future Educators or TAFE (pronounced "taffy") is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education.

TAFE is sponsored by the Texas Association of Secondary School Principals and is governed by a board of directors comprised of teachers, students, and principals.

NTHS - National Technical Honor Society

Website: www.nths.org

Mission / Vision: To honor student achievement and leadership, promote educational excellence, and enhance career opportunities for the NTHS membership.

NTHS is open to secondary and post-secondary students who have an overall 3.5 GPA or higher on a 4.0 scale. Students must be a member of a CTSO and demonstrate scholastic achievement, skills development, leadership, honesty, responsibility, and good character.

CTE BOOSTER CLUBS

Booster clubs can be extremely important when managed correctly. CTE booster clubs are under the supervision of the specific CTE sponsor and Campus Principal. Booster clubs must operate within the guidelines and procedures set forth by Lamar CISD. CTE Sponsors will be held responsible for UIL/Lamar CISD compliance.

For complete UIL rules regarding booster clubs, please visit: <http://www.uiltexas.org/files/booster-guide.pdf>

Fundraising

- Any type of fundraising must have prior approval by the CTE Sponsor and Campus principal.
- Fundraising projects are subject to state law.
- For additional information, sponsors will refer to Lamar CISD Board policies regarding fundraisers, as well as UIL policies.

CTE LETTERING GUIDELINES

Students who do not already have a school letterman jacket earned from another school activity will be allowed to earn a letterman jacket in an LCISD CTE-sponsored CTSO or approved Competitive Activity by meeting the following requirements:

1. Students must be a member of the National Technical Honor Society (NTHS) which includes the following criteria:
 - Student has taken a minimum of 3 CTE courses by their junior year and/or a minimum of 4 CTE courses by their senior year
 - Student has a 3.0 GPA overall and a 3.5 GPA in CTE classes
 - Active Membership in an LCISD CTE approved CTSO. (see list of CTSOs below)
 - Students who have no discipline referrals
2. OR any student who is currently an active, dues-paying member of an LCISD CTE-sponsored CTSO or approved Competitive Activity and has placed in a state CTSO tournament/contest or activity listed below. (See list of CTSOs and approved Competitive Activities below)
 - CTSOs: DECA, FFA, HOSA, SkillsUSA, TSA, TAFE, and NTHS
 - Approved Competitive Activities: ProStart and First Robotics

PERFORMING & VISUAL ARTS

PHILOSOPHY AND PURPOSE

The establishment of a uniform Performing & Visual Arts handbook reflects the district's concern for the safety, well-being, and conduct of its fine arts students. Since participation in extracurricular programs is optional, those who choose to participate will be held to higher standards of behavior and performance in and out of school. Lamar CISD policies and procedures can change at any time. Additionally, students and parents are reminded that participation in interscholastic competition is a privilege, not a right. In addition to obeying rules outlined in the Lamar CISD Extra-Curricular Handbook, all students in grades 7 through 12 participating in Lamar CISD performing & visual arts programs will be required to comply with the following guidelines and disciplinary regulations.

PARENT & DIRECTOR COMMUNICATION EXPECTATIONS

Communication parents should expect from their child's director:

1. Director's philosophy
2. Expectations the director has for the student
3. Locations and times of practices and contests.
4. Organizational requirements (fees, special equipment needed, etc.)
5. Procedures that will be followed if your child becomes injured during participation.

Communication directors expect from parents:

1. Concerns regarding their son or daughter are expressed directly to the director at the appropriate time and place.
2. Specific concerns about the director's philosophy and/or expectations.
3. Notification of any schedule conflicts well in advance.

Every high school organization will conduct a pre-season parent meeting that will be coordinated with the campus principal.

PERFORMING AND VISUAL ARTS BOOSTER CLUBS

Booster clubs can be extremely important when managed correctly. Performing & Visual Arts booster clubs are under the supervision of the campus principal. Booster clubs must operate within the guidelines and procedures set forth by Lamar CISD. Performing & Visual Arts staff will be held responsible for UIL/Lamar CISD compliance.

For complete UIL rules regarding booster clubs, please visit:

<http://www.uiltexas.org/files/booster-guide.pdf>

BAND

PARTICIPATION GUIDELINES

Each participant must be cleared by the athletic trainer before participating in the high school marching band.

All required forms must be completed before a student participates in any try-out, practice, competition, travels, etc. with the marching band.

Turn into Trainer:

- UIL Pre-Participation Physical (Original Copy)
- Emergency Release Form
- Extra-Curricular Behavior & Social Media Standards Student Acknowledgement

Submit via Rank One (www.rankonesports.com):

- UIL Cardiac Awareness Form
- Concussion Acknowledgement Form
- UIL Acknowledgement of Rules
- Student Handbook Signature Page

ORGANIZATION MEMBERSHIP REQUIREMENTS

HS Marching Bands

To be a member of the Marching Band, the student must be enrolled in the proper band class.

- Competitive Marching Band. The student agrees to attend summer rehearsals (exceptions through director approval). Each member must meet all financial obligations and must attend all rehearsals and performances (contests and football games).
- Alternate Status. These students must meet all the requirements of the competitive Marching Band. These students will rehearse and perform with the group in noncompetitive settings, possibly earning a permanent spot at any time when deemed appropriate by the directors. Alternates are considered full-fledged members of the Marching Band. Alternates are expected to attend all rehearsals as per the rehearsal rules and regulations. Alternates will travel on all trips with the Marching Band.

Concert Bands

Students must be enrolled in a proper band class. The student agrees to attend all after-school rehearsals, sectionals, and performances. (Exceptions are approved in advance by the band director only.) Each member must be in good standing within the band program.

Color Guard and Winter Guard

The Color Guard and Winter Guard are select groups with membership through audition only. Each student must comply with all rules and regulations and be enrolled in the class. The student agrees to attend all after-school rehearsals, sectionals, and performances (Exceptions are approved in advance by the band director only.) Each member must meet all financial obligations and be in good standing within the band program.

Any student who drops out of any of these organizations during the school year will be required to drop that specific class as soon as the administration deems it possible. Any student who drops out will not be allowed to rejoin unless approved by the band director.

Attendance and Participation

- Attendance at all games and events is mandatory. This includes but is not limited to practices, performances, competitions, and pep rallies.
- Planned absences to a game/event/practice/etc. should be requested in writing at least 48 hours in advance. The campus band director will determine if it will be excused. Inappropriate notification will result in disciplinary action.
- Students who are ill should notify the director as soon as possible.
- All marching band members are required to attend summer practices.

Selection of Officers

The band will select drum majors and student leadership positions each year. These students will be sophomores, juniors, or seniors during their term, and are selected through an audition process that includes evaluation by a panel of judges.

Students are evaluated on marching, playing, conducting, interviews, past leadership, and student confidence.

INDIVIDUAL MEMBERSHIP REQUIREMENTS

Lamar Consolidated ISD provides excellent support for the band program; however, there are expenses beyond the scope of the band's budget. These expenses are the responsibility of the individual members and the booster organization. Those who need to make special arrangements will need to speak with the directors individually.

No one will be denied participation because of financial hardship as long as steps are being taken to fulfill the obligations.

FINANCIAL RESPONSIBILITY

High School Marching Band, Winter Guard, and Winter Percussion

The yearly band budget estimates the necessary operating expenses needed for the competitive marching band season. District operating budgets cover most of these costs, but students are required to cover some expenses such as personal apparel, shoes, and a fair share fee to help

supplement the District budget allocation. A fair share fee can cover items such as contracted staff, additional instructional expenses, show design, music arranging, and many other expenses. The maximum out-of-pocket cost for high school marching band students (including students participating in Winter Guard and Winter Percussion) in Lamar CISD shall not exceed \$200, which includes fair share fees and costs of essential personal apparel, shoes and equipment such as a water jug. This maximum limit does not include individual audition entry fees, game day meals, music consumable items such as reeds and sticks, and experience trips. Estimated expenses of essential music consumable items such as reeds and sticks will be communicated by the band director at the beginning of the school year.

NOTE: Any band family in need of an amended payment schedule or payment assistance should contact the Director of Bands at each campus to arrange a confidential meeting to discuss available options so that ALL STUDENTS who wish to participate in the Band program will be given the opportunity to do so. This meeting should be arranged by the parent or guardian and not the student. Student attendance at this meeting is not required.

BAND TRIPS & EXPENSES

The high school band program may have the opportunity to take an out-of-state trip once every four years. Other in-state trips are possible and will be announced as the opportunities arise (for example—a holiday parade). Junior high bands may also travel within the state annually as opportunities arise. Students are financially responsible for any trip they wish to participate in. All band trips are meant to be educational, as well as provide the band with competitive venues. Students are not obligated to but are encouraged to participate in these trips.

BAND STAFF

Paid professionals and technical assistants are a vital part of the band program. Without their help, the Band would not be able to achieve the standard to which we aspire. They must have the respect of all students and parents. Staff members are chosen by the directors and are directly responsible to their director. Students should give these staff members the same respect they would give any member of the band faculty. Any problems should be brought directly to the directors.

EQUIPMENT & INSTRUMENTS

Most band members are expected to provide their own instruments. In special cases such as percussion, color guard, low brass, or other larger instruments, school-owned equipment may be available for use.

School-owned instruments and equipment become the student's responsibility to whom they are assigned. Any damage due to negligence other than normal wear and tear will need to be repaired at the student's expense. Individual instruments must always be maintained in top playing condition. Always show the director your instrument before taking it in for repairs. Be careful with your own instrument, place it out of harm's way if it is necessary for you to put it down, and never play around with or play on anyone else's instrument.

HEAT & HYDRATION GUIDELINES

Practice or competition in hot and humid environmental conditions poses special problems for student-athletes. Heat stress and resulting heat illness are a primary concern in these conditions. Although deaths from heat illness are rare, constant surveillance and education are necessary to prevent heat-related problems. The following practices should be observed.

General Considerations for Risk Reductions

1. Encourage proper education regarding heat illnesses (for student performers, directors, parents, medical staff, etc.). Education about risk factors should focus on hydration needs; acclimatization, work/rest ratio, signs and symptoms of exertional heat illnesses, treatment, dietary supplements, nutritional issues, and fitness status.
2. Assure that onsite medical staff has the authority to alter work/rest ratios, practice schedules, amount of equipment, and withdrawal of individuals from participation based on environment and/or student performer's medical condition.

General Guidelines:

1. An initial complete medical history and physical exam.
2. Gradual acclimatization of the student performer to hot/humid conditions is a must. We advise that student performers should gradually increase exposure to hot and/or humid environmental conditions over a period of seven to 10 days to achieve acclimatization.
3. Clothing and protective gear can increase heat stress. Dark colors absorb solar radiation, clothing, and protective gear interfere with the evaporation of sweat and other avenues of heat loss. During the acclimatization process, student performers should practice in T-shirts, shorts, socks, and shoes. Rubberized suits should never be worn.
4. To identify heat stress conditions, regular measurements of environmental conditions will be taken daily. Lamar CISD will use the **Telvent DTN weather station at the high school level.**

Specific Guidelines:

Heat index of less than 100:

- No Restrictions

Heat index of 100-105

- Outdoor workouts are limited to 2 hours, 10-minute break every 45 minutes.

Heat index of 105-110

- Workout limited to 1 ½ hours, 10-minute break every 45 minutes.
- Unrestricted access to water always.
- Extra conditioning/running canceled.
- Decrease repetitions and practice for overweight individuals.

- Asthmatic athletes may remove themselves from workouts without penalties or repercussions.

Heat Index of 110-115

- Shorts and T-shirts, helmets for high school workouts.
- Practice shortened to 1 ½ hours for high school.
- Unrestricted access to water always.
- 15-minute break every hour.
- Conditioning should take place indoors.
- Decrease repetitions and practice for overweight individuals
- Asthmatic athletes may remove themselves from workouts without penalties.

Heat index of greater than 115:

- No outdoor workout.

Lamar CISD Cold Weather Policy

Cold weather is defined as any temperature that can negatively affect the body's regulatory system. These do not have to be freezing temperatures. The following temperature guidelines have been established for the Lamar Consolidated ISD Athletic Department practices and games.

Cold Weather Caution: When temperatures or wind chill (which is lower than actual temperature) is from 40-30°F.

- No modification of practices, but warning will be given to coaches and athletes.
- Directors and Athletic Trainers emphasize the importance of following UIL Cold Weather Illness Recommendations.
- Watch those "high-risk" student performers.

Cold Weather Warning: When temperatures or wind chill is from 30-20°F, there may be a modified outside participation of 45 min.

- Warm-up to be started indoors (stretching, etc.) to not take away from 45 minutes.
- a practice that keeps individuals moving, try to avoid working up a big sweat in the first 20 minutes, having them be wet, and then sit around watching.
- Wearing a hat that covers the ears, and some sort of gloves to cover the hands are required.
- Keeping a very close eye on those "high-risk" student performers.
- If available, a cool-down indoors.

Cold Weather Termination: When temperatures or wind chill reaches 19°F and below, there may be a termination of outside practices and games.

AWARDS/LETTERING

Students will have the chance to earn their letter jackets throughout high school. Students receive points based on their service to the band and their individual attempts to represent the program. Points are earned by participation in the band program, the TMEA region band audition process, successful participation, and at the UIL Solo and Ensemble contest.

All awards to students for participation in the band must meet criteria outlined in the individual

lettering guidelines, as established by the director and approved by the appropriate district-level official. This information will be distributed to students and parents at the beginning of the school year.

If at any time a band student quits or is removed from the program, he/she gives up all rights to any honors/awards which he/she has earned, but not yet received.

Any band student may receive a letter in any one of the four years in high school if they fulfill the lettering requirement.

General requirements for lettering:

- Must complete the marching season following all school procedures and policies.
- All issued equipment must be accounted for.
- Severe disciplinary action can forfeit a letter award.
- Special consideration will be given to injured students and seniors not receiving proper performing time.
- Must earn six points to earn a jacket.

Six points will be required for the awarding of the major award to students who have the recommendation of their activity sponsor and the approval of the high school principal.

Band – (includes band & jazz band)

Years of Participation	UIL Competition	TMEA Competition
9th grade – 2 pts.	1st division Solo – 1 pt	Freshman Region – 1 pt.
10th grade – 2 pts.	1st division Ensemble – 1 pt.	District Band – 1 pt.
11th grade – 2pts.	1st division State Solo – 2 pts.	Region Band/Orch. – 2 pts.
12th grade – 2pts.	1st division State Ensemble – 2 pts.	Area Band – 2 pts. All State Band/Orch. – 4 pts.

Color Guard & Winter Guard

1 point for the Fall semester

2 points for the Spring semester – contingent on academic eligibility, no unexcused absences to rehearsals, and performing at a minimum of three WG contests.

CHOIR

ORGANIZATION MEMBERSHIP REQUIREMENTS

Varsity Choir – Chorale, Tenor-Bass, Treble Choirs

To be a member of the High School Varsity Choirs, the student must be enrolled in the proper choir

class and maintain passing grades in all classes. Enrollment is by audition ONLY. Students will have the opportunity to participate in TMEA All-Region tryouts and the UIL Solo and Ensemble competition.

- Chorale—The student agrees to attend extra rehearsals during the school year (exceptions through director approval). Each member must meet all financial obligations and must attend all rehearsals and performances. Fundraisers will be available to help meet financial obligations.
- Each campus will establish individual participation standards for varsity choirs. Students not meeting academic standards set by the campus may be rescheduled according to campus practices. The director's decision on this is final.

High School Non-Varsity Choirs – Tenor-Bass, Treble, or Mixed

Junior High School Choirs – Tenor-Bass or Treble

These choirs are open to all students and are training choirs for students to become more proficient in choral skills. This will allow students to advance into a more competitive choral organization. The student must be enrolled in the proper choir class, sing for the director in a screening audition, and meet all financial obligations. Each student must comply with all the rules of this organization. The student agrees to attend all after-school rehearsals, sectionals, and performances. (Exceptions are approved in advance by the director only). Students will have the opportunity to participate in TMEA All-Region tryouts and the UIL Solo and Ensemble competition.

Show Choir

Show Choir is an extension of the Varsity & Non-Varsity choir classes. To be a member of the Show Choir, the student must be enrolled in the proper choir class and maintain passing grades in all classes. Enrollment is by audition ONLY. Students will have the opportunity to participate in TMEA All-Region tryouts and the UIL Solo and Ensemble competition.

Many of the performances are extracurricular and therefore, eligibility is essential. The students must have an advanced level of vocal ability and movement skills. Preference will be given to students with choral experience.

- The student agrees to attend summer rehearsals and extra rehearsals during the school year (exceptions through director approval). Each member must meet all financial obligations and must attend all rehearsals and performances. Fundraisers will be available to help meet financial obligations.
- Academic Probation—Selected students can be members of the Show Choir even though their grades are not satisfactory. This is based on the sectional needs of the choir and past history in choir. This is a private determination of the director and the academic requirements vary depending on the student's situation. The director's decision on this is final.

INDIVIDUAL MEMBERSHIP REQUIREMENTS

Lamar CISD provides excellent support for the choir program; however, there is an expense beyond the scope of the choir's budget. These expenses are the responsibility of the individual member.

Any choir family in need of an amended payment schedule or payment assistance should contact the Choir Director at each campus to arrange a confidential meeting to discuss available options so that ALL STUDENTS who wish to participate in the Choir program will be given the opportunity to do so. This meeting should be arranged by the parent or guardian and not the student. Student attendance at this meeting is not required.

TRIPS & EXPENSES

The High School Choir program may take an out-of-state trip once every four years. Other in-state trips are possible and will be announced as the opportunities arise. Junior high choirs may also travel annually within the state as opportunities arise. Students are financially responsible for any trip they wish to participate in. Choir trips are meant to be educational, but also involve at least one performance and possibly a competition. Students are not obligated to but are encouraged to participate in choir trips. Trips are open to all choir students enrolled in the program.

AWARDS/LETTERING

Students will have the chance to earn their letter jackets throughout high school. Students receive points based on their service to the choir and their individual attempts to represent the program. Points are earned by participation in the choir program, the TMEA region choir audition process, and successful participation at the UIL Solo and Ensemble contest.

All awards to students for participation in choir must meet criteria outlined in the individual lettering guidelines, as established by the director and approved by the appropriate district-level official. This information will be distributed to students and parents at the beginning of the school year.

If a choir student quits or is removed from the program, he/she gives up all rights to any honors/awards that he/she has earned but not yet received.

Any choir student may receive a letter in any one of the four years in high school if they fulfill the lettering requirement.

General requirements for lettering:

- All issued equipment must be accounted for.
- Severe disciplinary action can forfeit the letter award.
- Special consideration will be given to injured students and students not receiving proper performing time.
- Must earn six points to earn a jacket.

CHOIR -

Years of Participation	UIL Competition	TMEA Competition
9th grade – 2 pts.	1st division Solo – 1 pt	District Choir – 1 pt.

10th grade – 2 pts.	1st division Ensemble – 1 pt.	Region Choir – 2 pts.
11th grade – 2pts.	1st division State Solo – 2 pts.	Pre-Area Choir – 1 pt.
12th grade – 2pts.	1st division State Ensemble – 2 pts.	Area Choir – 2 pts. All State Choir – 4 pts.

DANCE

The purpose of this organization shall be to:

- to develop and maintain a high technical and creative performance standard;
- to develop character, integrity, and academic success;
- to support and represent Lamar CISD in various district and community events.

The rules and regulations in the handbooks are MINIMUM guidelines for the Lamar CISD School dance program. The campus program may create a constitution or handbook that has more rigorous standards than those outlined in this handbook. Acceptance of membership means both are to be followed.

Director

The Director will lead the program and be the decision-maker for its success.

Expectations

- Membership in the dance team organization is a privilege.
- Each member will complete and receive medical clearance via a Pre-Participation Physical to be eligible to participate in all dance team activities, performances, and practices/rehearsals.
- All members must register for the designated class periods for the fall and spring semesters of their membership year.
- Members will participate in all practices/rehearsals, events, and fundraising events in which the organization is involved.
- Members will abide by the Lamar CISD Extra-Curricular Behavior & Social Media Standards.

PARTICIPATION GUIDELINES

Each participant must be cleared by the athletic trainer prior to participation in the high school dance team.

All required forms must be completed before a student participates in any try-out, practice, competition, travel, etc. with the dance team.

Submit to Trainer:

- UIL Pre-Participation Physical (Original Copy)
- Emergency Release Form

Submit via Rank One (www.rankonesports.com):

- UIL Cardiac Awareness Form
- Concussion Acknowledgement Form
- UIL Acknowledgement of Rules
- Student Handbook Signature Page

CODE OF CONDUCT

Dance team members may incur disciplinary consequences for behavior both in and/or out of uniform that does not constitute a violation of the Student Code of Conduct, and also incur disciplinary consequences from both the appropriate administrator and/or the Director for conduct that does constitute a violation of the Student Code of Conduct.

Dance team members must comply with all standards of conduct outlined in district and campus policies for membership. Failure to comply with the standards of conduct may result in disciplinary action against the dance team member, up to and including removal from the team. Dance team members shall not engage in inappropriate behavior, including, but not limited to, inappropriate sexual conduct, fighting, public intoxication, possession, consumption, or the appearance of alcohol or illegal drugs, or other criminal activity.

Dismissal/Removal

Dance team members may be removed for the following:

- Persistent misbehaviors that result in multiple ISS placements and/or OSS/ALC.
- Behavior which the Director deems inappropriate,

MAXIMUM OUT OF POCKET COSTS

The Director works to create a budget each year that is an estimation of the necessary operating expenses needed for the following school year. Some of these expenses are covered through the district operating budget; however, it is necessary to charge each student for expenses such as (but not limited to): uniforms or costumes not covered by the district, practice attire and required items, shirts, travel, team camp, and experience trips. An estimation of expenses will be distributed prior to team tryouts. Members will not receive unpaid items.

The maximum out-of-pocket cost for a new dance team student will not exceed \$750 excluding away camp and \$1,000 including an away camp. This amount excludes experience trips. The maximum out-of-pocket cost for a returning dance team student will not exceed \$200 excluding away camp, and \$500 including away camp. This amount excludes experience trips.

Any Dance Team family in need of an amended payment schedule or payment assistance should contact the Dance Director at each campus to arrange a confidential meeting to discuss available options so that ALL STUDENTS who wish to participate in the Dance Team program will be given the opportunity to do so. This meeting should be arranged by the parent or guardian and not the student. Student attendance at this meeting is not required.

TEAM TRYOUTS

Eligibility for dance team tryouts requires the student to be a current resident of Lamar CISD. The student must also be enrolled by the first day of the next semester. The Director has discretion to determine participation for students new to the district.

Eligibility for dance team membership is open to all prospective 9th through 12th grade students.

All candidates must attend all tryout practices and meetings. Absences based on extenuating circumstances will be considered on a case-by-case basis with the Director making the final decision.

Membership will be determined by the Director and/or a panel of qualified judges. Scoring methods and rubrics used in the selection process will be included in the dance team tryout packet.

The candidate's tryout score will be based on the judges' scores. Scoring rubrics and methods used in the selection process will be included in the dance team tryout packet.

Other Requirements:

- Dance team candidates must abide by all rules outlined in these guidelines as well as the Lamar CISD Student Handbook and other sections of the Lamar CISD Extracurricular Handbook. Additional action regarding the rules and guidelines may occur if the director deems it necessary per individual program guidelines.
- Any rule, clarification, or question needs to be brought before the Director(s) for resolution.
- The decision of the Director and/or judges will be essential in determining each team; however, the final decision will be made by the Directors and campus administrators.
- Transfer students from a previous dance team may be allowed to audition once verified by a letter of recommendation from the previous Dance Director. Transfer auditions, processes, and selection are left up to the discretion of the Director.

AUDITIONS & PERFORMANCES

- Dance team members may be required to audition for all performances.
- Auditions will be announced and held at a time designated by the Director.
- If auditions are missed, a member might not be allowed to perform due to adjusting choreography.

AWARDS/LETTERING

Dance team students will have the chance to earn their letter jackets throughout high school. Students will receive points based on their participation in dance-related performances and projects. All awards to students for participation in the dance team must meet the criteria outlined in the individual lettering guidelines.

If at any time a dance team student quits or is removed from the program, he/she gives up all rights to

any honors/awards which he/she has earned, but not yet received.

General requirements for lettering:

- All issued equipment must be accounted for.
- Severe disciplinary action can forfeit a letter award.
- Dismissal and/or removal from the program before the completion of the year can forfeit the letter award.

Point system – Dance Team

10 Points- These points count ONLY towards those who successfully complete one full year as a JV dance team member. These are the only points a JV member can receive in one year.	10 points- These points count ONLY towards those who successfully complete one full year as a dance team manager. These are the only points a manager can receive in one year.
5 Points- Performing in all regular season football routines.	1 Point- Performing in at least half of all regular season football routines.
2 Points Maximum Per Year- Performing in Pep Rally Routines (1 per routine performed)	4 Points Maximum Per Year- Competing in team competition routines for the entirety of the season (one per routine competed)
1 Point Maximum Per Year- Compete in a solo competition.	1 Point Maximum Per Year- Becoming a solo finalist at a competition.
1 Point Maximum Per Year- Compete in duet/trio/ensemble competition.	1 Point Maximum Per Year- Placing in duet/trio/ensemble competition.
1 Point- Competing 1-2 contest routines as a leadership member for the entire contest season.	2 Points: Competing 3 or more routines as a leadership member for the entire contest season.
3 Points Maximum Per Year- Spring Show Performances (Number of Routines ≥ 6= 3 points; Number of Routines < 6= 2 points)	1 Point Maximum Per Year- Auditioning for and receiving individual recognitions at camps and contests (i.e. Kick Company, All American, etc.)
2 Points- Being selected for and competing as an Elite squad for an entire contest season	1 Point- Being selected for and attending TDEA as an All-State Dancer
2 Points- Eligible entire school year (no probation, no suspension)	1 Point- Completing and being eligible for the entire school year in a team leadership role (officer or social)

Students must earn 20 points to earn a jacket.

HEAT & HYDRATION GUIDELINES

Lamar CISD Hot Weather Policy

Practice or competition in hot and humid environmental conditions poses special problems for student-athletes. Heat stress and resulting heat illness are a primary concern in these conditions. Although deaths from heat illness are rare, constant surveillance and education are necessary to prevent heat-related problems. The following practices should be observed.

General Considerations for Risk Reductions

1. Encourage proper education regarding heat illnesses (for student performers, directors, parents, medical staff, etc.). Education about risk factors should focus on hydration needs; acclimatization, work/rest ratio, signs and symptoms of exertional heat illnesses, treatment, dietary supplements, nutritional issues, and fitness status.

2. Assure that onsite medical staff has the authority to alter work/rest ratios, practice schedules, amount of equipment, and withdrawal of individuals from participation based on environment and/or student performer's medical condition.

General Guidelines:

1. An initial complete medical history and physical exam.
2. Gradual acclimatization of the student performer to hot/humid conditions is a must. We advise that student performers should gradually increase exposure to hot and/or humid environmental conditions over a period of seven to 10 days to achieve acclimatization.
3. Clothing and protective gear can increase heat stress. Dark colors absorb solar radiation, clothing, and protective gear interfere with the evaporation of sweat and other avenues of heat loss. During the acclimatization process, student performers should practice in T-shirts, shorts, socks, and shoes. Rubberized suits should never be worn.
4. To identify heat stress conditions, regular measurements of environmental conditions will be taken daily. Lamar CISD will use the Telvent DTN weather station at the high school level.

Specific Guidelines

Heat index of less than 100:

- No Restrictions

Heat index of 100-105

- Outdoor workouts are limited to 2 hours, 10-minute break every 45 minutes.

Heat index of 105-110

- Workout limited to 1 ½ hours, 10-minute break every 45 minutes.
- Unrestricted access to water always.
- Extra conditioning /running canceled.
- Decrease repetitions and practice for overweight individuals.
- Asthmatic athletes may remove themselves from workouts without penalties or repercussions.

Heat Index of 110-115

- Shorts and T-shirts, helmets for high school workouts
- Practice shortened to 1 ½ hours for high school.
- Unrestricted access to water always.
- 15-minute break every hour.
- Conditioning should take place indoors.
- Decrease repetitions and practice for overweight individuals.
- Asthmatic athletes may remove themselves from workouts without penalties.

Heat index of greater than 115:

- No outdoor workout

Lamar CISD Cold Weather Policy

Cold weather is defined as any temperature that can negatively affect the body's regulatory system. These do not have to be freezing temperatures. The following temperature guidelines have been

established for the Lamar Consolidated ISD Athletic Department practices and games.

Cold Weather Caution: When temperatures or wind chill (which is lower than actual temperature) is from 40-30°F.

- No modification of practices, but warning will be given to coaches and athletes.
- Directors and Athletic Trainers emphasize the importance of following UIL Cold Weather Illness Recommendations.
- Watch those “high-risk” student performers.

Cold Weather Warning: When temperatures or wind chill is from 30-20°F, there may be a modified outside participation of 45 min.

- Warm-up to be started indoors (stretching, etc.) to not take away from 45 minutes.
- A practice that keeps individuals moving, try to avoid working up a big sweat in the first 20 minutes, having them be wet, and then sit around watching.
- Wearing a hat that covers the ears, and some sort of gloves to cover the hands are required.
- Keeping a very close eye on those “high-risk” student performers.
- If available, a cool-down indoors.

Cold Weather Termination: When temperatures or wind chill reaches 19°F and below, there may be a termination of outside practices and games.

Each participant must be cleared by the athletic trainer prior to participation in high school dance.

All **required forms** must be completed in their entirety before a student participates in any try-out, practice, competition, travels, etc. with the dance team for any purpose.

Turn in to Trainer:

- UIL Pre-Participation Physical (Original Copy)
- Emergency Release Form
- Extra –Curricular Behavior & Social Media Standards Student Acknowledgement

Submit via Rank One (www.rankonesports.com):

- UIL Cardiac Awareness Form
- Concussion Acknowledgement Form
- UIL Acknowledgement of Rules
- Student Handbook Signature Page

ORCHESTRA

ORGANIZATION MEMBERSHIP REQUIREMENTS

To be a member of the High School Orchestra, the student must be enrolled in the proper orchestra class and maintain passing grades in all classes. Enrollment is by audition ONLY. Students will have the opportunity to participate in TMEA All-Region tryouts and the UIL Solo and Ensemble competition. Students must be enrolled in the proper class, audition for the director in a screening audition, and meet all financial obligations. Each student must comply with all rules and regulations for the

orchestra program. The student agrees to attend all after-school rehearsals, sectionals, and performances. (Exceptions are approved in advance by the director only).

INDIVIDUAL MEMBERSHIP REQUIREMENTS

Lamar CISD provides excellent support for the orchestra program; however, there is an expense beyond the scope of the orchestra's budget. These expenses are the responsibility of the individual student member.

Any orchestra family in need of an amended payment schedule or payment assistance should contact the Orchestra Director at each campus to arrange a confidential meeting to discuss available options so that ALL STUDENTS who wish to participate in the orchestra program will be given the opportunity to do so. This meeting should be arranged by the parent or guardian and not the student. Student attendance at this meeting is not required.

TRIPS & EXPENSES

The High School Orchestra program may have the opportunity to take an out-of-state trip once every four years. Other in-state trips are possible and will be announced as the opportunities arise. Junior high orchestras may also travel within the state annually as opportunities arise. Students are financially responsible for any trip they wish to participate in. Trips are meant to be educational but also involve at least one performance and possibly a competition. Students are not obligated to but are encouraged to participate in orchestra trips. Trips are open to all orchestra students enrolled in the program.

AWARDS/LETTERING

Students will have the chance to earn their letter jackets throughout high school. Students receive points based on their service to the orchestra and their individual attempts to represent the program. Points are earned by participation in the orchestra the TMEA region orchestra audition process, and successful participation at the UIL Solo and Ensemble contest.

All awards to students for participation in orchestra must meet criteria outlined in the individual lettering guidelines, as established by the director and approved by the appropriate district-level official. This information will be distributed to students and parents at the beginning of the school year.

If at any time an orchestra student quits or is removed from the program, he/she gives up all rights to any honors/awards which he/she has earned, but not yet received.

Any orchestra student may receive a letter in any one of the four years in high school if they fulfill the lettering requirement.

General requirements for lettering:

- All issued equipment must be accounted for.
- Severe disciplinary action can forfeit a letter award.

- Special consideration will be given to injured students and students not receiving proper performing time.
- Must earn six points to earn a jacket.

Orchestra

Years of Participation	UIL Competition	TMEA Competition
9th grade – 2 pts.	1st division Solo – 1 pt	District Orchestra – 1 pt.
10th grade – 2 pts.	1st division Ensemble – 1 pt.	Region Orchestra – 2 pts.
11th grade – 2pts.	1st division State Solo – 2 pts.	Area Orchestra – 2 pts
12th grade – 2pts.	1st division State Ensemble – 2 pts.	All State Orchestra – 4 pts.

THEATRE

ORGANIZATION MEMBERSHIP REQUIREMENTS

Expectations

- Membership in the theatre arts organization is a privilege.
- Members, pending eligibility status, will participate in all practices and fundraisers in which the organization is involved.
- Members must exhibit and maintain an above-satisfactory attitude toward school policies and regulations.

Performances

- All theatre production and technical theatre students are expected to attend and contribute to all rehearsals leading up to performances.
- Attendance at scheduled performances is an expectation.

INDIVIDUAL MEMBERSHIP REQUIREMENTS

The directors work to create a budget each year that is an estimation of the necessary operating expenses needed for the following school year. Most of these expenses are covered through the district operating budgets, but it is necessary to charge each student to cover trips and numerous other expenses. These expenses will be distributed as an expense sheet at the beginning of each production.

Students and parents who have financial difficulties will need to speak to the director. Payment plans and/or payment assistance will be available to ensure that ALL STUDENTS who wish to participate in

the theatre program will be given the opportunity to do so.

AUDITIONS

Cast sizes will be determined by the director.

The director will decide how the characters are chosen. Information on each character and description can be found in the scripts being considered. However, due to a director's concept, perception, or idea concerning a show and its meaning/impact, many factors go into the casting of a show, and character descriptions serve as guidelines, often flexible. Directors cast shows based on their perceptions of the piece and the students who audition.

All candidates should attend all practices and meetings. If for some reason he/she cannot attend, it is the candidate's responsibility to learn the given information and audition material.

Any rule clarification questions need to be brought before the director(s) prior to auditions.

The decision of the director is final.

AWARDS/LETTERING

Theatre students will have the chance to earn their letter jackets throughout high school. Students receive points based on their participation in theatre-related performances and projects.

All awards to students for participation in Theatre must meet criteria outlined in the individual lettering guidelines, as established by the director and approved by the appropriate district-level official. This information will be distributed to students and parents at the beginning of the school year.

If a theatre student quits or is removed from the program, he/she gives up all rights to any honors/awards that he/she has earned but not yet received.

Any Theatre student may receive a letter in any one of the four years in high school if they fulfill the lettering requirement.

General requirements for lettering:

- All issued program items (costumes, books, props, etc.) must be accounted for.
- Students must have no outstanding fees or dues with the program.
- Severe disciplinary action can forfeit a letter award.
- Special consideration regarding the required number of points will be given to students with previous theatre experience transferring into the program from another high school. A resume and/or reference from a previous theatre teacher may be required.
- Must earn 40 Thespian points to earn a jacket. The district will adopt the following Thespian Point Schedule as a district point schedule.
- UIL OAP will be considered a Full-Length Play and **all members** of the UIL One-Act Play Company will receive 8 points for complete OAP participation.

Category	Position/work done	One Act	Full Length	Category	Position/work done	One Act	Full Length
Acting	Major role	4	8	Directing	Director	4	8
	Minor role	3	5		Assistant director	3	6
	Walk-on	1	2		Vocal Director	3	6

	Chorus	1	3		Video Producer/director	3	4	
	Dancer	1	3		Assistant vocal director	3	4	
	Understudy	1	2		Orchestra or band director	3	6	
					Assistant orchestra or band director	2	5	
Production	Stage manager	4	8		Choreographer	4	7	
	Stage crew	2	4		Assistant choreographer	3	5	
	Lighting technician	3	6					
	Lighting crew	2	3	Writing	Original play (produced)	5	8	
	Set designer	4	5		Original radio script (produced)	4	6	
	Set construction crew	3	5		Original TV script (produced)	4	6	
	Costumer	3	6		Original play (unproduced)	1	2	
	Costume crew	2	5		Original radio script (unproduced)	.5	1.5	
	Properties manager	3	5		Original TV script (unproduced)	.5	1.5	
	Properties crew	2	3					
	Sound Technician	3	5	Miscellaneous	Oral interpretation		2	
	Sound crew	2	3		Duet acting scenes		2	
	Video editor	1.5	2		Participation in theater festival or contest		3	
	Video crew	1.5	3		Attending theater festival		1/day	
	Makeup manager	3	5		Assembly program		1	
	Rehearsal prompter	2	4					
	Pianist	3	6	Advocacy	Participation in an advocacy event		1/day	
	Musicians	2	3		Local advocacy work		.1/hour	
Business	Business manager	4	6	Officers	President		6	
	Business crew	2	4		Vice president, treasurer, or web editor		4	
	Publicity manager	3	5		Secretary/Clerk		5	
	Publicity crew	2	3		International Thespian Officer (ITO)		10	
	Ticket manager	2	4		State Thespian Officer (STO)		8	
	Ticket crew	1	3					
	House manager	2	4	Audience	Troupe directors may award points at the hourly rate for attending productions, or they may award .5 points for attending <i>and</i> writing a critique or report reflecting the educational value of the experience.			
	House crew	1	2					
	Ushers	1	2					
	Programs	1	3					
	Program crew	1	2					

VISUAL ARTS

AWARDS/LETTERING

Visual Arts Lettering

Students must accumulate at least 6 points and earn at least one distinction award from one of the categories below to be eligible for a letter jacket for ART. The art teacher may designate additional

visual arts competitions for possible distinction lettering points.

Art Level Points

Art Level 1	2
Art Level 2	2
Art Level 3	2
Art Level 4	2

Distinction Awards

• **Houston Livestock Show and Rodeo**

Points

Blue Ribbon or Finalist at District Show	1
Gold Medal or Special Merit	2
Best of Show	3
Selected for Auction at HLSR	4
Advance to Quick Draw	2
Western Art Academy Award	2
Glassell School of Art Award	1

• **VASE**

Points

Medalist	1
Advanced to State	4

• **Houston Dog Show Art Contest**

Points

Best in Show	3
Commemorative Award	2
Best in Grade	2
Committee Choice Award	2

• **Fort Bend County Fair Art Auction**

Points

Art entry selected for auction	2
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• **Patriotic Show**

Points

Top 3 winners	1
Advanced to State	2

EXTRA-CURRICULAR SOCIAL MEDIA STANDARDS 2024-2025

Students who elect to participate in extracurricular activities are required to maintain high standards of academic performance as well as exemplary citizenship at all times. They serve as positive role models for the student body and in the community as representatives of our school and school district. One of the primary pedagogical purposes of extracurricular activities is to impart knowledge and skills to students so that they will graduate with the characteristics which will enable them to make a meaningful and successful contribution to both society and the workforce as outlined in the LCISD Graduate Profile.

Being a member of an extracurricular organization is a privilege, not a right. Any student who represents himself/herself, other participants, school staff, or members of the student body through electronic media (e.g., websites, personal home pages, blogs, text messages, chat/rooms/applications) or using electronic communication devices (e.g., camera phones, digital phones, electronic descriptions) in a way that causes school officials to reasonably anticipate substantial disruption of, or material interference with, the activities of the organization or school will be subject to disciplinary actions determined by appropriate school officials. Disciplinary action may include probation, suspension, or dismissal from the organization. Furthermore, extracurricular participants may not engage in association such as retweeting, sub-tweeting, favoriting, liking, reposting, etc. of materials involving lewd materials, obscene materials, violence, drugs, alcohol, tobacco, vaping, hazing, harassment targeting other students or staff members based on race, religion, national origin, disability, gender, including gender identification or sexual preference.

Incriminating photos or statements depicting any of the following will result in disciplinary action, up to and possible removal from the organization: 1) violence; 2) hazing; 3) prohibited harassment (based on race, religion, national origin, disability, gender); 4) lewdness including full or partial nudity; 5) inappropriate or profane gestures while in uniform or wearing school insignia; 6) vandalism; 7) stalking; 8) underage drinking; 9) selling, possessing, or using a controlled substance; or 10) any other criminal act or act punishable by law.

Extra-Curricular Behavior & Social Media Student and Parent Acknowledgement

My signature below verifies that I have read, understand, and agree to abide by the Lamar Consolidated ISD Extra-Curricular Behavior & Social Media Standards that state extracurricular activities are a privilege and that a higher standard of conduct is the expectation. In addition, I understand that if I choose to use any type of social electronic media to represent myself or my extracurricular organization in an unfavorable, questionable, or illegal manner, as outlined above, disciplinary action will be taken.

I understand that as a participant in an extracurricular activity, I must follow the Lamar CISD Student Code of Conduct in addition to all rules, regulations, and schedule commitments, as required by the coach, director, or sponsor of the organization.

I have read the Lamar CISD Extracurricular Behavior & Social Media Standards and agree to all of the terms and consequences stated herein.

Student's Printed Name _____	Date _____	Date
Student's Signature _____	_____	Date
Parent's Printed Name _____	_____	Date
Parent's Signature _____	_____	

Student's Contact Information

Address _____

Email _____

Cell Phone _____

Home Phone _____

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

§504 Committee

The Campus 504 committee shall include person(s) knowledgeable about the student, the meaning of the evaluation data, the placement options, the legal requirement to place a disabled child in the least restrictive environment, and the legal obligation to provide comparable facilities, accommodations, and services to disabled students. This committee is assigned the task of reviewing the evaluations and making placement decisions on a student with §504 disabilities. The committee must also make behavior manifestation decisions when a §504 student engages in misconduct. Any child who has a physical or mental impairment that substantially limits one or more major life activities has a record of such an impairment, or is regarded as having such an impairment, and may be based upon academic or nonacademic issues.

Abuse

Improper or excessive use

Accelerated Instruction

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

ACT

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

Admission, Review and Dismissal Committee (ARD)

A committee assigned the task of reviewing evaluations and making placement decisions on eligible special education students. The ARD Committee is responsible for developing an appropriate individual education plan (IEP) in the least restrictive environment (LRE) for each student. The ARD Committee also develops behavior intervention plans (BIPs) and determines the relationship between a student's misconduct and his/her disability, when appropriate. The eligible student and his or her parents are members of the committee.

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.

Assault

Defined in part by Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another. Texas Penal Code 22.01 (a)(2) as intentionally or knowingly threatening another imminent bodily injury; and Penal Code 22.01 (a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Attendance Review Committee

Sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

Bullying

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Controlled Substance

A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2- A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinol (THC) in hemp.

Criminal Street Gang

Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying

Defined by Section 37.0832 of the Education Code as bullying that is done using any electronic communication device, including using a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

DAEP

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

Dating Violence

Occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

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.

E-Cigarette

This means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

EOC Assessments

End-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-12 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

Expulsion

A denial of educational privileges of a student based upon misconduct defined in the student code of conduct. The Superintendent of Schools has been authorized to expel students from school. An expulsion is appealable to the Board of Education. Expelled students are assigned and required to attend a Disciplinary Alternative Education Program.

FERPA

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

Firearm

Is defined by federal law (18 U.S.C. 921(a)) as:

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 silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade.

Such a term does not include an antique firearm.

Graffiti

Markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment includes:

1. Conduct that meets the definition established in district Policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another.
 - a. Initiating communication and, during the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
 - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit List

A list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

IEP

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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.

Mandatory

Means that something is obligatory or required because of an authority.

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 on 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.

Public Lewdness

Defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Publications

Distribution of written materials is regulated and subject to the following guidelines:

1. Distribution may be limited in order to prevent substantial interference with normal school operation in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote the orderly administration of school activities by preventing disruption but shall not be designed to stifle expression.
3. The 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 a 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)

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

School Property

Includes public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities. This also includes District owned and/or controlled personal property, i.e., equipment, desks, books, etc.

Searches

LCISD officials may search a student or a student's property with reasonable cause or with the student's free and voluntary consent. Vehicles on school property are also subject to search by school officials. Areas such as lockers, which are owned and jointly controlled by the District, may be searched if reasonable cause exists to believe that contraband is inside the locker. Students shall not place, keep, or maintain any article or material in school-owned lockers that are forbidden by District policy or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function. All locks must be school-owned. Searches of student's outer clothing and pockets may be conducted if reasonable cause exists. Highly intrusive invasions of a student's privacy, such as searches of the student's person, shall be conducted by an administrator only if reasonable suspicion exists to believe that the student possesses contraband.

If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the District may contact Local law enforcement officials and turn the matter over to them. Illegally parked cars will be towed. Trained dogs' sniffing of cars, student belongings, and lockers does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker, student belongings, or car provides reasonable suspicion or cause.

Section 504

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

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

SHAC

Stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

STAAR

The State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STAAR Alternate 2

An alternate state-mandated assessment designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

State-Mandated Assessments

Required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code Of Conduct

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

Student Support Team

A committee formed on each campus to address individual student educational concerns and other needs, with the purpose of increasing the student's achievement and success in school. Members include the student's teacher(s), principal or assistant principal, and counselor; and may also include the student and parents. Nurses, diagnosticians, social workers, and other specialists who can be helpful are also invited.

Students Taken into Custody

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the campus administrator shall verify the official's identity and to the best of his or her ability, verify the official's authority to take custody of the student, and then shall deliver over the student. The campus administrator shall immediately notify the Superintendent or designee and, unless the officer or other authorized person objects, shall notify the parent or other person having lawful control of the student.

Suspension From School

A period of time in which students are denied their educational privileges due to misconduct as defined in the student code of conduct. Suspensions are limited to 3 consecutive school days.

Suspension From Bus

A period of time in which students are not allowed to utilize district transportation services due to misconduct as defined in the student code of conduct. Students may also be suspended from school transportation services. Suspension from school transportation services will be determined by administrative action which will determine the length of suspension.

TELPAS

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

TELPAS ALT

TELPAS Alternate assessment meets the federal requirement mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency assessment for EB students with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

UIL

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