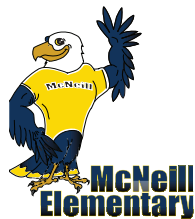
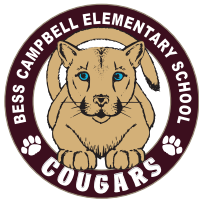
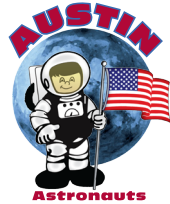
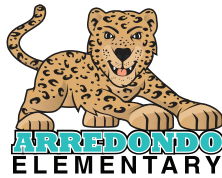


LAMAR CISD

2024 | Elementary 2025 | Student Handbook



Lamar CISD

EARLY CHILDHOOD

SEGUIN E.C. CENTER (PK) **EC4**
605 Mabel St.
Richmond, TX 77469
832.223.2200, (f) 832.223.2201

ELEMENTARY SCHOOL

ADOLPHUS ELEMENTARY **E22**
7910 Winston Ranch Pkwy.
Richmond, TX 77406
832.223.4700, (f) 832.223.4701

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

AUSTIN ELEMENTARY **E11**
1630 Pitts Rd.
Richmond, TX 77406
832.223.1000, (f) 832.223.1001

BEASLEY ELEMENTARY **E12**
7511 Avenue J
Beasley, TX 77417
832.223.1100, (f) 832.223.1101

BENTLEY ELEMENTARY **E24**
9910 FM 359
Richmond, TX 77406
832.223.4900, (f) 832.223.4901

BOWIE ELEMENTARY **E5**
2304 Bamore Rd.
Rosenberg, TX 77471
832.223.1200, (f) 832.223.1201

CAMPBELL ELEMENTARY **E15**
1000 Shadow Bend Dr.
Sugar Land, TX 77479
832.223.1300, (f) 832.223.1301

CARTER ELEMENTARY **E26**
8500 A Meyers Rd.
Richmond, TX 77469
832.223.5500, (f) 832.223.5501

CULVER ELEMENTARY **E27**
3131 Learning Tree Ln.
Rosenberg, Texas 77471
832.223.5600, (f) 832.223.5601

DICKINSON ELEMENTARY **E13**
7110 Greatwood Pkwy.
Sugar Land, TX 77479
832.223.1400, (f) 832.223.1401

FROST ELEMENTARY **E16**
3306 Skinner Ln.
Richmond, TX 77406
832.223.1500, (f) 832.223.1501

GRAY ELEMENTARY **E32**
7222 Powerline Road
Richmond, TX 77469
832.223.6400, (f) 832.223.6401

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

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

HUTCHISON ELEMENTARY **E17**
3602 Richmond Pkwy.
Richmond, TX 77469
832.223.1700, (f) 832.223.1701

JACKSON ELEMENTARY **E1**
301 Third St.
Rosenberg, TX 77471
832.223.1800, (f) 832.223.1801

LINDSEY ELEMENTARY **E25**
2431 Joan Collier Trace
Katy, TX 77494
832.223.5400, (f) 832.223.5401

LONG ELEMENTARY **E2**
907 Main St.
Richmond, TX 77469
832.223.1900, (f) 832.223.1901

MCNEILL ELEMENTARY **E19**
7300 S. Mason Rd.
Richmond, TX 77407
832.223.2800, (f) 832.223.2801

MELTON ELEMENTARY **E33**
2880 Jordan Ranch Blvd
Brookshire, TX 77423

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

MORGAN ELEMENTARY **E29**
32720 FM 1093
Fulshear 77441
832.223.6200, (f) 832.223.6201

PHELAN ELEMENTARY **E30**
1600 Great Blue Heron Lane
Richmond, TX 77469
832.223.6300, (f) 832.223.6301

PINK ELEMENTARY **E14**
1001 Collins Rd.
Richmond, TX 77469
832.223.2100, (f) 832.223.2101

RANDLE ELEMENTARY **E34**
5902 Sycamore Ranch Ln
Fulshear, TX 77441
OPENING 2024-2025

RAY ELEMENTARY **E8**
2611 Avenue N
Rosenberg, TX 77471
832.223.2400, (f) 832.223.2401

SMITH ELEMENTARY **E6**
2014 Lamar Dr.
Richmond, TX 77469
832.223.2300, (f) 832.223.2301

TAMARRON ELEMENTARY **E28**
29616 Rileys Ridge
Katy, TX 7494
832.223.5700, (f) 832.223.5701

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

THOMAS ELEMENTARY **E21**
6822 Irby Cobb Blvd.
Richmond, TX 77469
832.223.4600, (f) 832.223.4601

TRAVIS ELEMENTARY **E3**
2700 Avenue K
Rosenberg, TX 77471
832.223.2500, (f) 832.223.2501

VELASQUEZ ELEMENTARY **E18**
402 Macek Rd.
Richmond, TX 77469
832.223.2600, (f) 832.223.2601

WILLIAMS ELEMENTARY **E10**
5111 FM 762
Richmond, TX 77469
832.223.2700, (f) 832.223.2701

MIDDLE SCHOOL

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

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

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

STEENBERGEN MIDDLE (6) **M6**
4113 Minonite Rd
Richmond, TX 77469

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

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

JUNIOR HIGH

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

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

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

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

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

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

HIGH SCHOOL

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

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

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

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

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

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

DISTRICT SITES

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

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

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

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

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

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

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

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

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

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

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

2024-2025

ELEMENTARY SCHOOL STUDENT HANDBOOK

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

LAMAR CISD MISSION STATEMENT

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

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

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PREFACE

WELCOME TO LAMAR CISD SCHOOLS!

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

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

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

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

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.

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

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

Your child needs to take medication during the school day: Medications should be given at home if possible; however, if a student must take medicine at school, the medicine must be provided by the

parent. The medication provided must be in its original container and must have a signed and dated note from the parent identifying the student, the medication, the amount, and the time it is to be given. Medication must be always kept in the school clinic. Specific guidelines are available under the Medication section of this handbook. Students may not transport medication of any kind.

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

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

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

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

Limiting Electronic Communications with Students by District Employees

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriate designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows 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.

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

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

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

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

PARTICIPATING IN THIRD-PARTY SURVEYS

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

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close familial relationship.
- Relationships privileged under the 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, will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

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

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

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

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

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

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

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

- (1) you provide a written statement requesting that your child be excused,
- (2) the district determines that your child has a conscientious objection to the recitation, or
- (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Reciting the Pledges to The U.S. and Texas Flags

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

Religious, Political, or Moral Beliefs

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

Understanding Religious Rights in Schools

Schools frequently are asked questions about what can and cannot be done by parents and students to celebrate or acknowledge the many holidays that fall during the school year, including Ramadan, Thanksgiving, Chanukah, Christmas, and Kwanza. To help parents and students better understand the proper role of religion in 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 in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and Policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

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

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

Instructional Materials

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

Requesting Notices of Certain Student Misconduct to Noncustodial Parent

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

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations of your student,
- Reports of behavioral patterns,

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child,
- State assessment results, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is 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 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, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit disclosure].

Release of personally identifiable information to any other person or agency will occur only with parental or student permission as appropriate.

The principal is 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.

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), 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 do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you have a right to:

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

Student Use of a Service/Assistance Animal

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

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 behavioral support services that are available to all students, including a process based on the Multi-Tiered System of Support (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 parents 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

SPECIAL EDUCATION REFERRALS

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

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.

The following websites provide information and resources for students with disabilities and their families:

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

NOTIFICATION TO PARENTS OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENTS IN GENERAL EDUCATION

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

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

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

Emergent Bilingual Dually Served in Language Program and Special Education

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary 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. It is essential that the ARD Committee collaborates with the LPAC, which has knowledge of the student's language needs. It is also important that the ARD Committee includes professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or current English language proficiency level.

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

Students With Physical or Mental Impairments Protected Under Section 504

A child with a disability determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child needs services and 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 504 Coordinator. [Also see Policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

School Start Times

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

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

Compulsory Attendance Law

AGE 19 AND OLDER

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

BETWEEN AGES 6 AND 19

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

Excused Absences for Compulsory Attendance

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

- **Religious holy days**

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

- **Required court appearances**

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

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

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

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

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

- **Health-Care Appointments**

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

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

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

An activity required under 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.

- **TAPS at Military Funeral**

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

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

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

- **Personal Illness**

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

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

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

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

- **Quarantine**

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

Unexcused Absences

If an absence does not meet the criteria for an excused absence, the absence will be considered unexcused for attendance accounting purposes. Examples of unexcused absences 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 for ten or more days or parts of days within a six-month period in the same school year.

Students with Disabilities

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

Attendance For Credit or Final Grade

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.

- The committee will consider whether the absences were for reasons over which the student's 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).

OFFICIAL ATTENDANCE-TAKING TIME

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

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

DOCUMENTATION AFTER AN ABSENCE

When a student is absent from school, the student, upon arrival or return to school, and within five (5) days of the absence must bring a note signed by the parent, medical professional, or court official giving the date(s) of the absence(s) and describing the reason for the absence. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

DOCTOR'S NOTE AFTER AN ABSENCE FOR ILLNESS

Upon return to school, a student absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would 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 in order to determine whether the absence or absences will be excused or unexcused.

TARDY

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

LATE ARRIVAL/EARLY DEPARTURE

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

ABSENCE NOTIFICATIONS

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

ATTENDANCE REVIEW COMMITTEE

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

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

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

Options of the Appeals Committee

See FEC (LOCAL) for more details.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

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

Students may charge meals up to a negative \$15.00 balance. A low-balance reminder will be sent home to elementary students, and an automated phone call will occur for all students. If a student reaches the charge limit of negative \$15.00 balance, a "value breakfast" will be provided, consisting of an entrée of choice and milk at no cost. During lunch service, a "value meal" consisting of a hot entrée currently offered and milk will be provided at no cost until the negative balance is paid. When a student reaches 5 consecutive value meals, the Child Nutrition Department will notify 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 only affects non-CEP campuses.

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

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

Food of Minimal Nutritional Value

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

Cafeteria Rules

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

- Enter in an orderly manner and walk in line; do not run or push.

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

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal Child Nutrition guidelines 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 accommodation will be arranged once Child Nutrition receives and processes the request. During high-volume times of the year, it may take up to 2 weeks for accommodations to begin. **NOTE:** Dietary accommodations that require the purchase of specific items may not be available immediately. It may take up to 4 weeks to receive the first delivery of special orders.

Religious Accommodations and Alerts

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

Birthday Treats

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

Because of the time constraints, the treat is limited to one item per classmate, and it must be store-purchased single-serve items (i.e., cupcake, cookie, etc.) so that it can be served, eaten, and cleaned up within a reasonable time. The ingredients of store-bought goods will be reviewed by the school nurse for safety of possible food allergies.

Although we cannot prohibit a parent/grandparent from providing food/treats for his/her child's birthday, parents and grandparents may be held personally liable for an adverse reaction a student may have

because of food brought in by parents or grandparents. The district discourages food being brought in by parents/grandparents for the following reasons:

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

Celebrations/Parties

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

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district 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 particular areas. To review policies or obtain further information, see the principal.

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

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion. [See FFH]
2. Complaints concerning dating violence. [See FFH]
3. Complaints concerning retaliation related to discrimination and harassment. [See FFH]
4. Complaints concerning bullying or retaliation related to bullying. [See FFI]
5. Complaints concerning loss of credit 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 in district vehicles. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction. See 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.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to disrupt an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises, using profane language, trying to entice a student away from or prevent a student from attending a required class or activity, entering a classroom without authorization, and disrupting the activity or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. Students leaving before the official end of the event will not be readmitted.

COUNSELING

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

Guidance Curriculum

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

Responsive Services

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

Individual Planning

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

System Support

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that 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 of flowers, balloons, and other such items to students is prohibited at school. Ordering commercial delivery of food and/or drink is also prohibited.

DISTANCE LEARNING

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

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

If a student wishes to enroll in distance learning opportunities, the student must receive approval from his/her school counselor 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.

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 of the time the material was received.

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

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

From Others

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with Policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

ITEM	ACCEPTABLE DRESS	SPECIAL COMMENTS AND INTERPRETATIONS
Shirts, Blouses	<p>Shirts/blouses may be:</p> <ul style="list-style-type: none"> • Any collared shirt/blouse • T-shirts and other pull-over tops • Sweatshirts • School designs/logos, brand names, and/or other appropriate words are acceptable <p>Shirts and blouses must be buttoned in accordance with design and appropriateness.</p>	<p>Students are prohibited from wearing shirts/blouses that:</p> <ul style="list-style-type: none"> • Are oversized or immodestly undersized. • Are made of see-through/sheer material unless worn over 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>Undershirts, tank tops, spaghetti straps, blouses, or clothing that exposes cleavage or the midriff when the arms are raised may not be worn.</p>
Pants, Slacks	<p>Acceptable pants/slack are worn at the waist, belted, if appropriate, and not “baggy”.</p>	<p>Pants/slacks may not be:</p> <ul style="list-style-type: none"> • Made of inappropriate form-fitting materials. • Made of see-through/sheer material. • Baggy, sagging, or oversized. • No pajamas <p>No holes or tears above mid-thigh that expose skin are acceptable unless worn over leggings or tights. Leggings worn as pants must be accompanied by a shirt/dress/skirt/shorts covering to mid-thigh length.</p>

Shorts	Acceptable shorts are no shorter than mid-thigh for all grades.	Shorts may not be: <ul style="list-style-type: none"> • Made of inappropriate form-fitting materials. • Baggy, sagging, or oversized. • Boxers or pajamas. • Made of see-through/sheer material. No holes or tears above mid-thigh are acceptable unless worn over leggings or tights.
Dresses, Skorts, Skirts	Dresses/skorts/skirts are: <ul style="list-style-type: none"> • Worn at the waist (skirts/skorts). • No shorter than mid-thigh for all grades. Dress tops must meet the guidelines required for blouses and shirts.	Dresses/skorts/skirts may not be of revealing or form-fitting materials. Slits in skirts or dresses must not be higher than mid-thigh. Dresses/skorts/skirts must be no shorter than mid-thigh regardless of whether leggings are worn.
Shoes	Shoes must be: <ul style="list-style-type: none"> • Worn at all times. • Chosen for safety, health reasons, and quietness. Athletic shoes with a rubber sole, closed toes, and full support around the heel should be worn for PE and recess.	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 create 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. Students may not wear nose rings, visible body, or facial piercings.

<p>General</p>	<p>School-approved uniforms for physical education, athletics, pep rallies, etc., may be worn only during the class or activity for which they are approved.</p> <p>For unique special events, the campus administration may establish event-specific dress code requirements.</p>	<p>Hats, caps, sport headbands, bandanas, headcovers, or scarves shall not be worn indoors except in the interest of religious practices, safety, cleanliness, or with the permission of the principal.</p> <p>No article or apparel shall be worn that will in any way damage school property, create a safety hazard, or create a material or substantial disruption to the school environment.</p> <p>Tattoos, accessories, jewelry, and clothing that contain vulgar or inappropriate pictures, vulgar or inappropriate words or drawings, or gang-related markings are not permitted.</p>
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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 that the principal or designee determines inappropriate, a safety concern, or can reasonably be expected to cause disruption or interference with normal school operations is prohibited.

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.

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 referrals for a dyslexia evaluation. This evaluation is handled through the Special Education process. At any time, a parent may request an evaluation for dyslexia, and the campus should convene PST to discuss the parent’s concerns and determine if a referral for an evaluation is warranted.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books, electronic instructional materials, instructional materials, and school-owned equipment.

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

FIELD TRIPS

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

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent.

FUNDRAISING

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

GANG-FREE ZONES

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

HEALTH-RELATED MATTERS

Clinics

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

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

Immunizations

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

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

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

Exemption from Immunizations

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

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

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

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

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

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

Medication

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

1. All medications must be furnished by the parent/guardian and given to the School Nurse immediately upon arrival at school and kept in the clinic at all times.
2. All medication must be sent in the original container and must be properly labeled with the student's name, in addition to all information on the medication's manufacturer's label. Prescription medication must be in the original container with the original pharmacy label intact.
3. All medication must be accompanied by a written request signed by the parent/guardian identifying the student, the medicine, the amount, 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 given at home. Please follow a schedule before breakfast, after school, and before bedtime.
4. A written order signed by a doctor, specifying the student's name, the name of the medication, the dosage, and the time(s) it is to be given must accompany any medication that:
5. is to be kept or given at school for more than 6 weeks, (FFAC Local)
6. is to be kept on the student's person.
7. (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.
8. 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.
9. Medications must be approved by the Federal Food and Drug Administration and manufactured in the United States.
10. Prescription medications must be prescribed by a healthcare practitioner with legal authority to prescribe in the state of Texas.
11. Each student, for whom medication is kept at school, shall be photographed for the sole purpose of identification.
12. 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.
13. 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.

14. 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.
15. It is the District procedure to return or destroy any unused medication a student has been taking at school once it has been discontinued or at the end of the school year. Authorization is given by the parent/guardian to transport medication home. It is preferred that a parent/guardian retrieve the unused portion or request that it be destroyed. No controlled substances can be sent home with a student. However, if the parent/guardian is unable to retrieve the medication, an adult representative may be designated to pick up the unused portion.

Psychotropic Drugs

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend 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 to obtain this form. The form may also be found at <https://www.lcisd.org/departments/support-services/food-service/dietary-accommodation-information>. The Dietary Accommodation form must be signed by a physician or recognized medical authority. The completed form should then be returned to the school nurse to be shared with the nutrition department. The district encourages parents and students to be respectful of allergies students have when bringing lunches and/or other snacks to school. In addition, food allergy plans may require limitations where permitted by law.

Illnesses and Injuries

In the event of a severe or life-threatening illness, injury, or emergency, 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 diarrhea illness must be excluded from school until they are diarrhea-free for 24 hours without the use of diarrhea-suppressing medication.

The district is also required to report certain contagious (communicable) diseases or 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

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

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

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

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

Bacterial Meningitis

What Is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is 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 severe headaches, 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 illness.

How Can Bacterial Meningitis Be Prevented?

Vaccination Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine which protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine which protects against four serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B 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 certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness.

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

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

Seek prompt medical attention.

For More Information

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

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.

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

School Health Advisory Council

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

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

Physical Fitness Assessments

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

Health Screenings

The Texas Health and Safety Code 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)	Within 120 days of admission
1 st , 3 rd , 5 th , and 7 th graders	Anytime within the school year (preferably within the first semester)

Spinal screening is non-invasive and conducted following the most recent, nationally accepted, and peer-reviewed standards for spinal screening. The requirements for spinal screening apply each year for all children 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 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, 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 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 Repellent and Lotion Use During School Hours

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

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

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

Efforts will be 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 or principal's designee 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 or principal's designee 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).]

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, once your child begins to enroll in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [Refer to the section entitled "**Academic Programs**".]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please contact the campus for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
 - At the end of the first nine weeks, a parent/teacher conference may be requested for students in Pre-Kindergarten through Grade 5 to review the student's progress and performance at school. [Refer to the Grading and Reporting section entitled "**Reporting Progress to Students and Parents**".]
- Becoming a Volunteer in Public Schools (VIPS) For more information contact the Lamar CISD Partners in Education Coordinator at 832-223-0383
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see Policies BQA and BQB, and contact your campus.]
- Serving on district Advisory Councils. For more information on council openings visit www.lcisd.org/community/advisory-committees
- Participating in Affiliated Parent Organizations (PTO, PTA, Booster Clubs, Friends of organizations, etc.)
- Attending board meetings to learn more about district operations. [See Policies BE and BED for more information.]
- The communication folder or similar system that is sent home provides regularly scheduled communication to parents on the progress of their students. Parents are asked to remove the

papers, look at them with the student, and return it the next day. Accurate communication can reduce surprises when grades are sent home. Parents may also be asked to reinforce concepts presented in the classroom.

- Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences may be held in person, virtually, or over the telephone. These conferences should be positive, constructive, and informative. The objective of the meeting should always be to clearly articulate the goals of the school and the level of performance the student has attained. Recommendations should be solicited from parents as well as offered by school personnel.
- Parents, administrators, and teachers may request a conference. Frequent communication between the home and the school helps to meet the needs of the students accurately.
- It is recommended that additional conferences be held with the parents of students who have committed one or more major behavior infractions. The school can determine if a conference is necessary to communicate unacceptable behavior patterns.
- *The Every Student Succeeds Act [Section 1116(d)(2)] requires annual parent-teacher conferences in Title I elementary schools. During these conferences, the school-parent compact will be discussed.*

Title I Campus Contact

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

One minute of silence will follow the recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See Policy EC (LEGAL) for more information.]

PRAYER

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

RELEASE OF STUDENTS FROM SCHOOL

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note, that picking up a child early, results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For all students, a parent or otherwise authorized adult must come to the office and sign the student out. A child will not be released to anyone who is not listed on the student emergency contact for the current year. Please be prepared to show a valid state-issued ID. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and 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.
- If a student becomes ill during the school day and the School Nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.
- If you take your child out of school before dismissal time, you will need to report to the office to sign him/her out. Your child will stay in the classroom until you arrive. If someone other than the parent/guardian must pick up your child, that person must be named on the emergency contact. If not, the parent/guardian must send a signed, dated note with the child. The person picking up your child must show photo identification to the office staff. The accumulated time of early pick-ups is calculated by minutes in lost instruction time. Request to check out your child must be done 30 minutes prior to the dismissal of the school day.
- Change in transportation: Parents must not remove students from a bus line or bus. Any change in transportation arrangements for any student requires a note or phone call to the front office from the parent 30 minutes prior to the dismissal of the school day.

RETURNED CHECKS

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

SAFETY

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

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

- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills 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 email and/or 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. There is no supervision of children by school staff before or after school hours. Students should not be dropped off at the campus prior to the time the building is open.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Library

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

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

SEARCHES

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

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

Students' Desks and Lockers

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

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

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

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

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See Policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See Policy FNF (LEGAL) for more information.]

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs, alcohol, ammunition, weapons, and explosive devices. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Trained dogs may also conduct searches of classrooms, common areas, or student belongings when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors

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

Drug-Testing

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

SPECIAL PROGRAMS

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

STUDENT IN FOSTER CARE

When children can't live safely at home and no appropriate non-custodial parent, a 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.lcisid.org/departments/academics/state-federal-programs/foster-care-information> or contact the district's foster care liaison at 832-223-0430.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

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

TARDIES

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

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

Late Arrival/Early Departure

Please do not send or bring your children to school before the campus-designated time. Students must be picked up at the designated dismissal time, as no supervision is provided for that time unless noted in your campus handbook.

TESTING PROGRAMS

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

STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)

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

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

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

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

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

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Students must meet participation 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 make in the learning of the English language. TELPAS is composed of holistically rated assessments and multiple-choice assessments. The TELPAS holistically rated assessments are based on student observations and written student work. Holistically rated assessments are administered for grades K-1 in listening, speaking, writing, and reading. Ratings for TELPAS listening, speaking, reading, and writing for grades 2-12 will be determined through interactive online assessments.

Texas English Language Proficiency Assessment System (TELPAS) Alternate

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

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

State Required Reading Diagnostic Test

Students in grades K through 2 are given a state-required reading screening at the beginning and end of the year.

MAP Growth and MAP Reading Fluency

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.

MAP Reading Fluency is a benchmark and progress monitoring assessment that measures oral reading fluency, literal comprehension, and foundational skills.

For grades 1-5, MAP Growth is administered in the following content areas:

- 1st Grade: Math and Reading
- 2nd-5th Grade: Math, Reading, and Science

MAP Reading Fluency is administered to students in grades K-5.

CogAT

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

Additional Testing Information

Additionally, LCISD will administer district-wide assessments to measure proficiency on our district curriculum which is based on the state curriculum. Testing dates will be sent home in school newsletters or advance notices. Additionally, the district-testing calendar is also posted on the district's web page. Parents should make sure children are rested and eat a good breakfast on the mornings of test days. Parents with questions about tests should contact the school office or the Research, Assessment, and Accountability Department at 832-223-0136.

Credit by Exam (Examination for Acceleration-Without Prior Instruction)

Students who have no prior formal instruction in a grade level but demonstrate exceptional command of the subject area content may accelerate or "place out" of a grade by taking tests to earn Credit by Examination. To apply for Credit by Examination, elementary students must meet the age requirement

to attend Kindergarten by being 5 years old or older on or before September 1st. Interested parents and students should contact the school principal for a conference and to complete the application for testing. The schedule for testing is published on the district website. All tests are given on the student's home campus. To be accelerated a grade, Kindergarten students must score 80% or above on a criterion-referenced test of Math and Reading readiness measures that assess the Texas Essential Knowledge and Skills (TEKS) for kindergarten. Students attempting to accelerate in grades 1-5 must score 80% or above on a criterion-referenced test in Reading/Language Arts, Math, Science, and Social Studies. See Policy EHDC (LOCAL).

Credit by Exam (Examination for Acceleration-With Prior Instruction)

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

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

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

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

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

Torn Pages	25% of Book Cost
Minor ink or pencil marks	\$1.00 per page
Major ink or pencil marks	50-100% of Book Cost
Loose Bindings 50% of Book Cost	50% of Book Cost
Minor Water Damage (no mildew)	50% of Book Cost
Missing Pages	100% of Book Cost
Obscenities – drawn/written	100% of Book Cost
Damages that prevent re-issuance	100% of Book Cost

Missing Bar codes	\$5.00
Abandonment of Book	\$5.00 - \$10.00 per book
Technological Equipment will be assessed for repair or replacement cost.	

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

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

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

TRANSPORTATION

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

Bus routes and stops will be designated based on ridership. Changes shall be posted on the district’s website “MyStop” and the Tyler Drive Parent Portal website/app. 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 the campus for an Alternate Transportation Form.

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

<u>Transportation Location</u>	<u>Track</u>	<u>Phone</u>
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.
- To ensure the safety of the children, parents/guardians or an authorized person is encouraged to be at the bus stop each day when their child is picked up and dropped off.
- Parents/guardians and children should know their ID number, route number, school name, and stop location. Should the bus be running late please contact the Transportation School Bus Dispatch office at 832-223-0289 (Rosenberg) or 832-223-0551 (Fulshear).
- Pickup and drop-off times may change due to route adjustments or changes to school start/end times. Traffic and/or weather conditions may impact the travel time.
- Children in grades Pre-K/KG (i.e., Pre-Kindergarten and Kindergarten) MUST be received by an adult, parent, or authorized receiver at the designated bus stop and designated time.
- Parents should be at the stop ten (10) minutes prior to the bus’s arrival.
- Individuals receiving a Pre-K/KG student from a bus will need to be in possession of a picture ID so the driver can verify release authorization via the Tyler Drive system. If a driver is unable to verify release authorization the student will be returned to campus.
- Should there be no one at the stop to receive a PK/KG student, the child will be taken back to the school for the parent to pick up. Should this occur more than twice in a semester, the third occurrence may result in the child losing bus-riding privileges.

Buses and Other School Vehicles

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

1. Students shall observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students shall ride their assigned bus.
3. Students shall enter and leave the bus at the designated assigned stop.
4. Students are prohibited from directing profanity, vulgar language, or obscene gestures toward bus drivers or other students on the bus, passengers in cars, or pedestrians outside the bus.
5. Students shall sit in their assigned 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 Tyler Drive ID Card on the Tyler Drive scanner when entering and exiting the bus.
 - Do not play at bus stops. Always watch for traffic.
 - Move away from the bus as soon as you exit to avoid falling under the wheels.
 - To cross the roadway: If the driver instructs you to cross, move at least 10 feet in front of the bus on the shoulder or curb and wait for the driver to signal you to cross. Students must use caution when crossing the roadway. 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 his/her correct name or I.D. number to the bus driver. Failure to provide correct information to a bus driver will be subject to disciplinary action.
13. Objects too large to be held in the lap that interfere with the safety of other bus riders will not be transported (i.e., large band instruments).
14. Live animals or dangerous objects of any nature may not be brought on the bus.
15. Use or possession of drugs, alcohol, 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 buses.
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 sponsor of an extracurricular activity an exception may be made when a parent makes a written request for the student to be released to a parent/guardian or another adult designated by the parent.

Special Education Transportation

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

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

Students will be released only to the people listed on the 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.

Pre-K/KG students must have one or more Transportation Release Guardians listed within the student's Tyler Drive Parent Portal. Drivers will only release a Pre-K/KG 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.

The student must use the Tyler Drive ID Badge for any transportation services. If a student does not have his/her Tyler Drive ID badge for five (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 Tyler Drive cards. Replacement cards include the Tyler Drive and clear plastic sleeves. A lanyard, badge reel, or zip tie are not included.

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

Discipline Alternative Education Program (DAEP)

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

Additional Safety Procedures

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

TUTORIALS

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

VANDALISM

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

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

VIDEO CAMERAS

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Executive Director of Special Education, 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 other visitors are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office, sign in as a visitor, present a valid State-issued ID, and wear a visitor's badge. To better protect our students, visitors, and staff, all LCISD campuses screen for registered sex offenders. A valid State-issued ID is required to enter all campuses. [See Policy GKC (LOCAL) for more information.]

Visits to individual classrooms during instructional time are permitted only with 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. Parents must have a student in the classroom that they requested and were approved to observe. The district practice allows for thirty (30) minutes of classroom observation with prior approval of the principal. This practice is to minimize interruption of classroom instruction. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

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

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

VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)

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

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parents at least three days in advance so that records and documents may be prepared.

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

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

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: DISTRICT TECHNOLOGY

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 age 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 held responsible at all times 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 this 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

Students are allowed to bring their own telecommunication devices to school. This includes, but is not limited to cell phones, smart phones, iPads, earbuds, tablets and laptop computers. All devices must remain in student backpacks during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

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 will be 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 will receive a discipline referral. If this is the student's first offense, they will be allowed to retrieve their device at the end of the school day. Subsequent offenses will require the device to be picked up by the parent or guardian at the end of the instructional day and a fee will be assessed. 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

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

Student Performance is reported using numerical grades.

A= 90

B= 80-89

C= 75-79

D= 70-74

F= 0-69

I = Incomplete

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

All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. For example, if a student makes a 40 on a graded work, the 40 is recorded in the grade book. There is 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.

Minor grades are not subject to reassessment guidelines.

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

GRADE/COURSE TRANSFERS

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

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

Minor Grades

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

Major Grades

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

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

HOMEWORK

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

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

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

MAKE-UP WORK

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

Guidelines

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

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

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

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

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

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

DAEP Make-Up Work

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

LATE WORK

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

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Policy EIA (Local).

Cheating

Cheating is defined as giving, receiving, and/or using unauthorized information on a test or submitting duplicate work for individual assignments. Students involved in cheating will receive a zero for the assignment and be ineligible for a re-assessment. A 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 key.
- Use of unauthorized resources such as notes, electronic devices, or other non-approved materials during an exam.
- Taking an exam, producing a project, paper, or assignment for another student, or asking someone to take an exam or produce a project, paper, or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.
- Plagiarism - any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.
- Unauthorized access to a cell phone or Smartwatch during an exam or assessment.

GRADE REPORTING

At the end of the first nine weeks, a parent/teacher conference may be requested for students in pre-kindergarten through Grade 5 to review the students' progress and performance at school. Graded work must reflect the grade level TEKS and be completed independently. No extra credit may be given.

Pre-Kindergarten Grading Scale for Core Areas (Emergent Literacy, Mathematics, Science, and Social Studies)

E = Emergent – indicates initial understanding of the concept

D = Developing – indicates partial understanding of the concept

P = Proficient – indicates complete understanding of the concept

Pre-Kindergarten Grading Scale for Non-Core Areas (Art, Music, and Physical Education)

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

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

Kindergarten Grading Scale

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

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

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

First Through Fifth Grade Grading Scale

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 70 - 74

F = 0 - 69

I = Incomplete

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

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

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

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

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

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

Performance Grades

E = Excellent

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

S = Satisfactory

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

N = Needs Improvement

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

U = Unsatisfactory

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

- Makes little or no attempt to participate in class activities
- Makes little or no attempt to master skills and concepts

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

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

S = Satisfactory

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

N = Needs Improvement

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

U = Unacceptable

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

Yearly Average (Grades 1-5)

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

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

Promotion/Retention (Grades 1-5)

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

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

STUDENTS WITH DISABILITIES

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

An ARD committee meeting may be conducted if a student receives failing grades during each grading period in any one subject to address 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 meeting.

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

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

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

504 STUDENTS

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

In the context of 504, "placement" refers to the general education classroom or program with individually planned accommodations or interventions. Placement may include such things as tutorials, math lab, block math classes, or reading improvement classes. In other words, an identified 504 student is entitled to the same access to programs and standards for participation as his/her non-

disabled peers. There is no modification of the essential knowledge and skills for 504 students. Eligibility under Section 504 is not intended to reduce expectations for students with disabilities. The intent of 504 is to provide eligible students with reasonable accommodations that will give them an equal chance to achieve.

EMERGENT BILINGUALS

Guidelines for Grading EB Students Receiving ESL or Bilingual 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 (English Language Proficiency Standards).
- Provide additional supports that are focused, targeted, and systematic to EB's grades 3-12 that are at the beginning or intermediate levels of English language proficiency on TELPAS.

If a current EB student 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 Texas English Language Proficiency Assessment System (TELPAS).

REPORTING PROGRESS TO STUDENTS AND PARENTS

Progress Reports

Progress reports shall reflect all grades including at least three minor and one major grade. Progress

reports will be sent home, or made available in Skyward Family Access, during the midpoint of the nine-week grading period. Grades shall be updated in the student 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).

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

Report Cards/Policy EIA (LOCAL)

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

At the midpoint of the nine-week grading period, parents will receive a progress report of their child's performance in any course/subject area. Teachers follow grading guidelines that have been approved by the principal or Superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See Policy EIA (LOCAL).

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

Skyward Family Access

Skyward Family Access allows parents to log into a secure account and see each of their student's assignments, grades, and averages. Skyward Family Access also allows parents to see 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, by telephone, or remotely. This conference may be requested by the parent or initiated by the teacher. These conferences should be positive, constructive, and

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

RETENTION AND PROMOTION

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

ELEMENTARY

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

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

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

STANDARD FOR PROMOTION

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

RETAINING OF STUDENTS

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being 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 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.

SPECIAL SERVICES

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

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

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

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

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

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

If the team members decide that a referral is in order, the committee should reach 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.

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.

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 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.

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 the 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

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.

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:

Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;

The frame or receiver of any such weapon;

Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or

Any destructive device, such as any explosive, incendiary/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.

Possession

To have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Publications

Distribution of written materials is regulated and subject to the following guidelines:

1. Distribution may be limited in order to prevent substantial interference with normal school operation in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the material to be distributed shall conform to the following standards:
 - a. Materials that are sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Materials may not be forbidden if the specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by the 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)

Reasonable Belief

That which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

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, and 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.

Serious Bodily Injury

Bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 18 USC

SHAC

Stands for the 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.

Tire Deflation

Is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

UIL

Refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

2024 - 2025

Student Instructional Calendar

This calendar is for students and families. Staff members should refer to the staff instructional calendar for information on staff development and work days.

3911 Avenue I, Rosenberg, Texas 77471

832.223.0000

www.LCISD.org

Student Holidays

July 4	Independence Day
Sept. 2	Labor Day
Sept. 27	Fort Bend County Fair Day
Oct. 11 - 14	Fall Break
Nov. 22	Student Holiday (Staff Planning & Data Day)
Nov. 25 - 29	Thanksgiving Break
Dec. 20	Student Holiday (Staff Planning & Data Day)
Dec. 23 - Jan. 6	Winter Break
Jan. 7	Student Holiday (Staff Development Day)
Jan. 20	MLK Day
Feb. 17	Student Holiday (Staff Planning & Data Day)
Mar. 10 - 14	Spring Break
April 18	Student Holiday (Staff Development Day)
April 21	Spring Holiday
May 26	Memorial Day
June 19	Juneteenth

Grading Periods

Elementary (K-5) Grading Periods

Elementary	Dates	Inst Days
1 9 W	Aug. 12 - Oct. 10	42
2 9 W	Oct. 15 - Dec. 19	42
3 9 W	Jan. 8 - Mar. 7	41
4 9 W	Mar. 17 - May 22	47
Total Instructional Days		172

Secondary (6-12) Grading Periods

Secondary	Dates	Inst Days
1 6 W	Aug. 12 - Sep. 20	29
2 6 W	Sep. 23 - Nov. 1	27
3 6 W	Nov. 4 - Dec. 19	28
4 6 W	Jan. 8 - Feb. 21	31
5 6 W	Feb. 24 - Apr. 11	30
6 6 W	Apr. 14 - May 22	27
Total Instructional Days		172

Early Dismissal

Aug. 30, Sept. 26, Oct. 25, Jan. 31, Feb. 28,
Mar. 7, Mar. 28, Apr. 17, May 22

First Day of School for Students: August 12
Last Day of School for Students: May 22

July

August

September

October

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31			

November

December

January

February

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7			1	2	3	4							1	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	

March

April

May

June

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

Early Dismissal Times

Elementary School (Group A)	11:15 AM
Elementary School (Group B)	11:45 AM
High School & Special Sites*	12:25 PM
Middle & Junior High School	1:05 PM

*Times at Special Sites may vary due to transportation

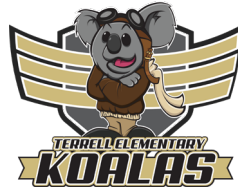
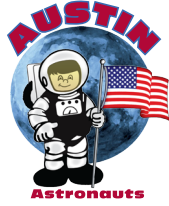
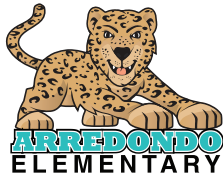


A PROUD TRADITION | A BRIGHT FUTURE

*revised March 2024

Legend

- Student and Staff Holiday
- () Six/Nine Weeks Begins/Ends
- ▲ Early Dismissal - All Students
- Student Holiday (Planning & Data Day)



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