

***Lake Dallas Independent
School District***



***2010-2011
Student Handbook***

Adopted by the LDISD Board of Trustees, June 21 , 2010

CONSOLIDATED PARENT ACKNOWLEDGEMENT FORM

(Page 1 of 3)

Acknowledgment of Electronic Distribution of Student Handbook

I understand that the Lake Dallas Independent School District Student Handbook and the Student Code of Conduct for 2010-2011 are available at www.ldisd.net. I also understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

My child and I have been offered the option to receive a paper copy or to electronically access at www.ldisd.net the Lake Dallas Independent School Student Handbook and the Student Code of Conduct for 2010-2011. I accept responsibility for accessing the Student Handbook and Code of Conduct by visiting the Web address listed above. I may request a paper copy from my child's campus.

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Lake Dallas ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of child's first day of instruction for this school year.

Lake Dallas ISD is providing you this form so you can communicate your wishes about these issues. The District has designated the following categories of information as directory information: student's name; address; telephone listing; E-mail address; photograph; date and place of birth; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team.

Parent: Please circle one of the choices below:

I, parent of _____ **(do give) (do not give)** the district permission to use the information in the above list for *school-sponsored purposes* such as yearbook, student newspaper, printed programs, student recognition activities, and school webpage.

I, parent of _____ **(do give) (do not give)** the district permission to release the information in this list *in response to a request unrelated to school-sponsored purposes*.

CONSOLIDATED PARENT ACKNOWLEDGEMENT FORM

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Use of Student Work in District Publications

Occasionally, the Lake Dallas ISD wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ **(do give) (do not give)** the district permission to use my child's artwork or special project on the district's Web site and in district publications.

Survey Consent/Opt-Out Form

The district is required by federal law to notify you and obtain your consent for or denial of your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey." Following are activities requiring parental notice and consent or opt-out for the 2010-11 school year.

Date: Spring Semester 2011

Grades: 5 -12

Activity: ***Safe and Drug Free Schools and Communities Survey***

Summary: This is an anonymous survey that asks students questions regarding their knowledge and opinions of tobacco, alcohol and drug use.

You must sign this portion of the consent form if you would permit your child to participate in this survey.

Parent's signature

Parent's Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent

Parent: Please complete the following **only if you do not want** your child's information released to a military recruiter or an institution of higher education without your prior consent. Please see page 23 for further information.

I, parent of _____, request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

CONSOLIDATED PARENT ACKNOWLEDGEMENT FORM

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My child and I have reviewed the *LDISD Student Handbook* and *LDISD Student Code of Conduct* for 2010 – 2011. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Please sign and date the Parent/Student Acknowledgement forms (3 pages), remove them from the handbook and return to the student's school.

Failure to sign and return this form does not exempt me/us from compliance with the laws, policies, rules and regulations of the State of Texas or of the Denton Independent School District.

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PREFACE

To Students and Parents:

The Lake Dallas Independent School District Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I: PARENTAL RIGHTS AND RESPONSIBILITIES contains information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS is organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Lake Dallas Independent School District’s Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Also, please complete and return to your child’s campus the three-page Consolidated Parental Acknowledgement Form.

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office or online at www.ldisd.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

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

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policies at GKG and contact the school office.] Go on-line to www.ldisd.net and fill out a volunteer form.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. (See policies at BDF, EHAA, FFA)
- Attending board meetings to learn more about district operations.
- Parent Involvement Coordinator. The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Deon Quisenberry and may be contacted at 940.497.4039.
- Family Access. Lake Dallas ISD provides the opportunity for parents/guardians to view your student's attendance, grades, class schedule, food service, fees, and general contact information online using Skyward Family/Student Access. Family Access is a free web

based tool and is designed to enhance communication between student, parent and school. To obtain a Skyward Family/ Student Access ID and password, please visit your student's campus and bring with you a photo ID.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Surveys and Activities

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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.

Reviewing Instructional Materials

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

[Also see Removing a Student from Human Sexuality Instruction on page 5 for additional information.]

Displaying a Student's Artwork and Projects

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. The district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

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

Lake Dallas ISD will use the Parenting and Paternity Awareness (PAPA) Curriculum sponsored by the Office of the Texas Attorney General. Its goal is to promote responsible parenting including basic understanding of paternity and child support laws, encouraging the involvement of non-custodial parents, and the formation of strong stable families. The current version of the PAPA curriculum was published in 2007. PAPA teaches teens the rights and responsibilities of parenthood, realities of parenting, a future as a parent, and relationship violence prevention. The curriculum consists of 14 sessions of approximately one hour each. Each session includes a video segment of approximately 2 - 3 minutes and a lesson supported by group activities, handouts, and exercises in a workbook

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. The request must be in writing. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district’s SHAC.

Excusing a Student from 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.

Excusing a Student from Reciting a Portion of the Declaration of Independence

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 EHKB (LEGAL)]

Requesting Notices of Certain Student Misconduct

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.]

Requesting Transfers for Your Child

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 board or its designee to have been a victim of bullying as the

term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent for information. [See policy FDB and FFI (LOCAL)]

- To 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)]
- To request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE]

Requesting Classroom Assignment for 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).]

Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, contact Karen Dower at 940.497.4039.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a

copy of the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities.***

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Karen Dower at 940.497.4039.

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. [See policy FDB (LOCAL).]

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

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

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors,

diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, 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; or investigating or evaluating programs.

- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

The address of the superintendent's office:

Lake Dallas ISD
Physical Address:
315 East Hundley Drive
Lake Dallas, Texas 75065

Mrs. Gayle Stinson, Superintendent
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

The addresses LDISD principals' offices are:

Lake Dallas Elementary School
Physical Address:
401 Main
Lake Dallas, Texas 75065

Mr. Deon Quisenberry, Principal
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

Shady Shores Elementary School
Physical Address:
300 Dobbs Road
Shady Shores, Texas 76208

Mrs. Vangee Deussen, Principal
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

Corinth Elementary School
Physical Address:
3501 Cliff Oak Drive
Corinth, Texas 76210

Mrs. Melody Carter, Principal
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

Lake Dallas Middle School
Physical Address:
325 East Hundley Drive
Lake Dallas, Texas 75065

Mr. Jim Parker, Principal
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

Lake Dallas High School
Physical Address:
3016 Parkridge Drive
Corinth, Texas 76210

Dr. Kristi Strickland, Principal
Mailing Address:
P.O. Box 548
Lake Dallas, Texas 75065

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 campus principal. 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),

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's office or on the district's Web site at www.ldisd.net.

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

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

DIRECTORY INFORMATION

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year by completing “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” section of the Consolidated Parent Acknowledgement forms found in the introduction of this Handbook or online at www.ldisd.net.

Directory Information for School-Sponsored Purposes

The district often needs to use student directory information for school-sponsored purposes. The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. [See policy FL (LOCAL)].

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for school-sponsored purposes.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. The parent signature forms found in the introduction of this Handbook and online at www.ldisd.net include a section for this purpose for your convenience if you do not want the district to provide this information to military recruiters or institutions of higher education.

ACCEPTABLE USE POLICY OF LOCAL AREA NETWORK, E-MAIL AND INTERNET

Student Agreement

Introduction

The Lake Dallas Independent School District (LDISD) provides its students with Local Area Network (LAN), and Internet access necessary for the performance and fulfillment of curriculum requirements. It is the policy of the LDISD not to discriminate on the basis of

race, color, religion, sex, national origin, age or handicap in its educational program, activities and employment policies.

It is important that you read the District policy, administrative regulations, and agreement and ask questions if you need help understanding the contents. Your network access is provided so that you may complete educational curriculum requirements in accordance with LDISD educational policies. It is not intended for non-LDISD use.

Please note that the Internet is a network of many types of communication and information networks. LDISD uses a Content Filtering system to block and filter content for both minors and adults to certain visual depictions as required by The Children's Internet Protection Act (CIPA). It is possible that you may run across areas of adult content and some material you (or your parents/guardians) might find objectionable. While the District will take reasonable steps 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 appropriate use.

Students and staff are provided free, filtered e-mail services for classroom curriculum. Students using e-mail services must follow the rules for appropriate use to maintain their e-mail account. Inappropriate use of LDISD network resources can result in the loss of the privilege to use this educational tool. Any connection to the Internet offers an opportunity for non-authorized users to view or access LDISD information. Therefore, it is important that all network connections be secure, controlled, and monitored.

Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and will be monitored by district staff. Consequently, you should have no expectation of privacy while using LDISD-owned or LDISD leased equipment. Information passing through or stored on LDISD equipment can and will be monitored. You should understand that LDISD maintains the right to monitor and review Internet, e-mail, and LAN use as necessary.

Rules for Appropriate Use

The LAN, e-mail, and Internet connections of LDISD exist primarily to support education related activities (e.g., classroom instruction, etc.). In general, the support of LDISD network resources requires a consistent operating environment. A major component of this environment is the software configuration on each computer on the LDISD network. It is vitally important that the configuration on each computer be as consistent and static as possible. Any uncoordinated and/or unauthorized changes (e.g., by downloading software from the Internet) to one or more computer configurations can result in significantly degraded network performance. It is understood that new software requirements come up frequently in a school environment. The District will strive to meet all educational technology needs, provided they are coordinated with appropriate LDISD personnel.

Therefore, it is vitally important that you do not alter the configuration of your machine in any way, unless it has been coordinated and approved by the Technology Department. The unauthorized addition of devices to the network is strictly prohibited

Permitted Use

Use of network resources is restricted to educational purposes. Specific purposes and methods of use will be guided by state, district, and campus regulations and policies.

- Students will be assigned an individual account.
- You are responsible for the proper use of your personal network account. You must ensure that you do not share your id and password with anyone else, regardless of circumstances.
- You can be held responsible for the misuse of your id by other individuals.
- Students must use personal accounts to access the Internet. Use of generic id's for Internet access is prohibited.

Prohibited Use

You are not authorized to use LDISD network resources for any personal, recreational, or malicious purposes. In general, improper uses of the LDISD LAN, e-mail, and Internet systems fall into three categories:

- Copyright infringements or software licensing violations
- Illegal activities
- Degradation or abuse of network resources

Examples of improper use which fall into the above categories include, but are not limited to:

- Any illegal purpose.
- Any use of LDISD network systems and data other than what is required to meet your class/curriculum requirements.
- Any attempt or method to obtain another user's password (student or staff member), or a system password which has not been explicitly assigned to you for educational purposes.
- Any attempt to access, modify or manipulate LDISD network systems with the intention of degrading or prohibiting system access, compromising user or system passwords, or modifying or destroying data.
- Any attempt to use proxies to bypass content filter.
- Accessing or distributing materials which are offensive, abusive, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.
- Any activity or use which promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, or disability.
- Threatening or violent behavior.
- Commercial messages.
- Posting personal information about yourself or others (such as addresses and phone numbers). Using someone else's network account (with or without permission). Abuse

of LDISD network resources. Examples include, but are not limited to: Physical defacement, damage or destruction of network, excessive printing, particularly for personal needs. Misrepresenting yourself and LDISD to others. Any activity which interferes with the ability of others to make effective use of the LDISD network resources (e.g., playing internet games).

- Gaining unauthorized access to restricted information or resources.
- Gambling.
- Forwarding e-mail chain letters.
- Spamming e-mail accounts from LDISD e-mail services or company machines.
- Downloading of unauthorized and/or unlicensed software or files.
- Improper/unauthorized downloads include, but are not limited to:
 - Pornographic material.
 - Utilities, tools and applications used to seek out system vulnerabilities and crack passwords.
 - Media players.
 - MP3 files.
 - Music sharing clients, such as Napster, KaZaa, Morpheus, Gnutella, Blubster, or any other like program
 - Web browser enhancements (Bonzai Buddy, Gator, etc.)
 - Games of any kind.
 - Instant messaging clients (AOL, MSN Messenger, Bonzai Buddy, etc.)
 - Copyrighted material without permission from the copyright holder.
 - Illegal/unlicensed software of any kind.

Purchasing of Hardware/Software

Hardware and software purchases MUST be made through the Technology Department. Donations must also be coordinated through Technology. Any donated equipment or software must meet LDISD Technology standards. The unauthorized addition of devices to the network is strictly prohibited

Other Responsibilities

In addition to abiding by the requirements set forth above, you are responsible for:

- Honoring acceptable use policies of networks accessed through LDISD's LAN, e-mail, and Internet services;
- Abiding by existing federal, state, and local telecommunications and networking laws and regulations;
- Following copyright laws regarding protected commercial software or intellectual property.

Consequences For Inappropriate Use

Violations of these policies will be reviewed on a case-by-case basis. If it is determined that a user has violated one or more of the above policies, administrators can take disciplinary measures. These can include:

- Suspension of personal network account;
- Revocation of the computer system account; or

- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

By signing the handbook acknowledgment form, the parent and student are stating that they have read and agree to follow the District's Local Area Network, E-Mail, and Internet – Acceptable Use Policies (AUP). In consideration for the privilege of my child using the District's electronic communications system, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system, including, without limitation, the type of damage identified in the District's policy and administrative regulations.

By signing the handbook acknowledgment form, the parent is giving permission for their child to participate in the District's electronic communications system and for the District to electronically display his or her work. I also give permission for my child's picture to be displayed on the District's web pages with the understanding that names will not be posted to connect my child's picture with his/her name. If a parent does not want their child's picture displayed on the District's web page, the parent must notify the principal in writing.

SECTION II:

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. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with compulsory attendance, the other with attendance for course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

State law requires that a student between the ages of six and 18 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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 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 FEA]

Students enrolled in prekindergarten or kindergartens are required to attend school.

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

A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Failure to Comply with Compulsory Attendance

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

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

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

If the student is over age 18, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See policy FEA (LEGAL)]

Attendance for Credit

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

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review

committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

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

- All absences will 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 days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

Parent's Note after an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than four 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. [See policy FEC (LOCAL).]

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. [See policy FEC (LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see Academic Counseling in this handbook and policies at EIF.]

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See **School Safety Transfers** and policy FFI(LOCAL).]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical programs in the Agricultural, Food and Natural Resources cluster; Health Science career cluster; Human Services Career cluster; Education and Training career cluster; Law, Public Safety, Corrections and Security career cluster; Architecture and Arts career cluster; and Business, Marketing and Finance career cluster. Admission to these programs is based on course requirements and grade level.

Lake Dallas ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see Nondiscrimination Statement for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE

The district has established a plan for addressing child sexual abuse, which may be accessed at <http://www.ldisd.net/default.aspx?name=jennaslaw> .

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. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior.

Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse 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 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, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see:

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

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Policy EIC: All students shall be ranked in their respective classes in accordance with this policy.

Grades earned in all high school academic courses shall be used in averaging the students' grades, including high school credits earned at the middle school level. The following courses have been designated as nonacademic:

- Physical education
- Athletics
- Band
- Drill team
- Dance
- Cheerleading
- Health

- Courses designated for local credit only

Grades received for the following courses shall not be included in the computation of grade average, class rank, and honor graduate status:

- Credit by examination for acceleration,
- Credit by examination with prior instruction, or
- Grades received in virtual learning courses completed through a source other than the District.

Grades received in virtual learning courses offered by the District, including courses provided through the Texas Virtual School Network shall be included in computing class rank and shall be weighted as the equivalent high school course completed on a District campus.

Semester grades shall be used for averaging and calculating class rank. Weights shall be assigned and used in computing averages and ranks. The weighted numerical system on a four point scale shall be as follows:

- 4.0 Basic and Regular Classes
- 4.5 Pre-Advanced Placement and Honors
- 5.0 Advanced Placement Courses and Concurrent Enrollment

No points shall be awarded for failing semester grades, or if the course is not completed. For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Early graduates shall be ranked in the class with which they graduate.

All students whose grade point averages make up the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for the local procedure for determining valedictorian and salutatorian (or other local honor positions) shall not apply to the procedure for determining the top ten percent. The GPA shall be reported on the student's transcript and made available in accordance with the application deadline for the college or university when requested by the student. [See EIC (LEGAL)]

The valedictorian and salutatorian shall be the students with the highest grade average and second highest grade average respectively.

To be eligible for valedictorian or salutatorian honors, students shall meet the following criteria:

1. The student shall have been enrolled full-time at the District high school for his or her final four semesters. An abbreviated summer school session shall not fulfill the semester residence enrollment.

2. The student shall have completed the Recommended or Distinguished Achievement Program.

Class ranking for determination of the valedictorian and salutatorian awards is calculated at the end of the fifth six-week period.

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a Disciplinary Alternative Education Program (DAEP), a suspension, or expulsion during his or her last two semesters.

In cases of a tie in weighted grade averages among the top ranking students, the following methods shall be used to determine who shall be recognized as valedictorian or salutatorian:

- Computing the weighted grade average to a sufficient number of decimal places until the tie is broken.
- If a tie still remains, the student with the highest numerical grade average of all Pre-AP, AP, and Dual Credit courses taken shall be designated.
- If a tie still remains, the student with the longest continuous enrollment at the District high school shall be designated.

For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2011 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. The University through an independent review process will consider additional applicants.

Students and parents should contact the academic advisors for further information about automatic admissions, the application process, and deadlines. [For further information, see policies at EIC.]

COLLEGE CREDIT COURSES

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit and Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;

- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, the University of North Texas; or Texas Women’s University; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the academic advisors for more information.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district’s Web site at www.ldisd.net.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district’s policy manual.

Disruptions

As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.

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

Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess telecommunications devices, including mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing.

A student who uses a telecommunications device during the school day shall have the device confiscated. The student or the student's parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE.]

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

Other Electronic Devices

Students are not permitted to possess such items as radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Extended Classroom Opportunity (ECO)

The ECO program is designed to address specific discipline concerns with consequences assigned to students outside the normal school day so instructional time is not interrupted. At the High School campus, ECO is held on Monday, Tuesday and Thursday for 3 hours after school, and at Lake Dallas Middle School, ECO is held on Monday, Tuesday and Thursday for 2.5 hours after school. Students are expected to be on time and make arrangements for pick-up prior to assigned ECO date. ECO time can only be assigned by administration. When ECO is assigned, the administrator will notify the parent.

Students serving assigned time in ECO must comply with the rules and regulation enforced by LDHS. Students are expected to bring materials to work on such as classroom assignments or approved reading material. Teachers are not required to send work to ECO. Alternative assignments or reading materials may be provided to the students, and they are expected to work on this material. Sleeping or other inappropriate behavior is not allowed, and students making this choice will be removed immediately and further disciplinary action may be taken. A brief break will be provided approximately halfway into the assigned time.

Social Events

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

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

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. [For further information, see policies at EEJC.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

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

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to EHBAA (LEGAL), FFE (LEGAL) and FFG (EXHIBIT).]

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, correspondence courses, or independent study supervised by a teacher.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. [For further information, see the counselor and policies EEJA.]

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The dates on which exams are scheduled during the 2009–2010 school year include:

Dates Scheduled:

- First week in June
- First week in August

A student will earn credit with a passing score of at least 90 on the exam.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see EEJB (LOCAL).]

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. [See policy FFH]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. 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. A copy of the district's

policy is available in the principal's office, in the superintendent's office and on the LDISD Web site.

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

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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

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

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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 student's parent may make the report. See policy FFH (LOCAL) for the appropriate districts officials to whom to make a report.

Investigation of Report

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

parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event 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.

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

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

DISCRIMINATION

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

DISCIPLINE MANAGEMENT PLAN

Campus and District rules and procedures have been established to ensure student safety and to promote student learning. In general, discipline is designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. The Student Code of Conduct provides information to parents regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

Teachers and principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct. Parents will not necessarily be informed of classroom infractions, but they will be informed of any Code of Conduct violation. The Student Code of Conduct contains standards for student conduct, general misconduct violations, and procedures for removal from the regular educational setting. Violations of the Student Code of Conduct may result in one or more of the following: teacher detention, principal detention, Extended Classroom Opportunity (ECO), Out of School Suspension (OSS), Disciplinary Alternative Education Placement (DAEP), and Expulsion.

Student Management Plan: The following Student Management Plan will be used by Lake Dallas ISD for students in all grade levels who violate classroom, campus, or district rules of behavior.

Step One: Individual Teacher Action (teacher detention, student conference, parent conference, etc.)

Step Two: Referral to Assistant Principal/Detention/Parent Notification
Students are required to bring assignments and do school work during this time.
Missing a day of detention without an administrator's approval may result in ECO.

Step Three: Referral to Assistant Principal/Detention/Parent Notification
Students are required to bring assignments and do school work during this time.
Missing a day of detention without an administrator's approval may result in ECO.

Step Four: Referral to Assistant Principal/ECO Placement/ Parent Notification
Students are required to bring assignments and do school work during this time.
Missing a day of ECO without the administrator’s approval may result in OSS.

Step Five: Referral to Assistant Principal/ECO Placement/ Parent Conference
Students are required to bring assignments and do school work during this time.
Missing a day of ECO without the administrator’s approval may result in OSS.

Step Six: Referral to Assistant Principal/OSS/Parent Conference
Students are not allowed on campus or attend any school related activity (including extracurricular activities) during suspension.

Step Seven: Referral to Assistant Principal/Assignment to DAEP/Parent Conference
Assignment to DAEP will be for a maximum of 120 successful school days per placement. Assigned work must be completed satisfactorily and approved by DAEP Administrator before the student is released from DAEP.

Step Eight: Alternate Placement or Expulsion

All steps are subject to principal discretion.

There are times when serious infractions will result in the student being sent directly to the office. Examples of these serious infractions include but are not limited to the following: severe disrespect to a teacher or other officials, profanity, fighting, insubordination, smoking, or vandalism. In case of severe disciplinary infractions, an administrator may circumvent the disciplinary progression. For example, students engaged in a fight may be assigned to three days of ECO and three days of suspension.

At all levels of this discipline plan, actions will be documented and a copy will be given to the student, the teacher and a copy will be filed in the Assistant Principal’s office. Any student who has reached Step Five (or higher) in the discipline plan for the first semester will begin the second semester at Step Three. All other students will begin the second semester anew.

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations**]

The distance learning opportunities available to district students and additional information regarding TxVSN is available at: <http://www.texasvirtualschool.org>.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials...from students

Students must obtain prior approval from the campus principal before posting, circulating, or distributing more than ten copies of 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 nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a location on each campus for approved nonschool 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 nonschool 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.

Nonschool Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, 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 noncurriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, or obscene.
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and with the campus student dress code outlined in the student handbook.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

Specific Secondary Campus Dress Codes

Lake Dallas High School Dress Code

The following dress code has been established at Lake Dallas High School to promote discipline, prevent disruption, teach respect for authority, prepare each student for future employability and encourage learning.

1. A student must produce an ID upon request. I.D.'s are not to be defaced in any manner.
2. Student's hair must be clean and groomed; the style shall not create a distraction. No Mohawks, extreme style, shaved designs, and/or color that is reasonably likely to cause disruption shall be allowed. Unnatural hair coloring shall not be permitted. This includes, but not limited to red, pink, purple, blue or green.
3. Male students may wear earrings, but the earrings are limited to studs and small hoops no larger than a dime.
4. No other form of pierced jewelry will be allowed, including, but not limited to nose, lip, and tongue rings or studs. No spacers are allowed. Spiked jewelry is not permitted. No jewelry or trinket that is noisy and/or promotes undue distractions in the school environment shall be permitted. Mouth grills are not permitted.
5. Shoes are required at all times. House shoes or slippers are not acceptable.

6. Underwear is required and must not be visible.
7. No hats, caps, sweatbands, beanies, chains (including wallet chains), bandanas or other head covering apparel are allowed on campus. No combs or hair picks. Sunglasses are not allowed.
8. Students may wear pants, shorts, dresses, or skirts. Shorts, dresses, or skirts may not be shorter than fingertip length when the arms are relaxed at the side. Splits in skirts or dresses must follow the same length requirements. Pajama pants of any type are not acceptable.
9. Leggings will be permitted provided the dress worn over them is of appropriate length. (see #8)
10. The shoulder seams of all blouses, shirts and dresses must have a minimum shoulder to neck seam length of the width of a student ID or credit card. Shirts that show the bare midriffs when students' hands are extended above the head are not permitted. Low-cut shirts/dresses or any clothing that exposes undergarments is prohibited.
11. Students will not be allowed to wear clothing that advertises by name or symbol any products that are not permitted in schools (including drugs, alcohol, or tobacco). Profane, vulgar, violence, obscene, or sexually suggestive slogans whether stated or implied are also prohibited.
12. Clothing that is shredded, ripped, has holes, or is not properly hemmed is prohibited.
13. Clothing that represents a group or style that disrupts or distracts from the learning environment is prohibited. Gang related attire or symbols are prohibited in any form.
14. Dress for social functions will be determined by the sponsors of those functions and will be announced prior to the occasion.
15. Due to safety precautions, Jenco type jeans (pants with wide legs, extra big pockets, or loose fitting), trench coats (oversized coats) and tall tees (oversized shirts) shall be subject to approval from the administration.
16. Facial piercings other than in the ears are not permitted, nor will coverings of facial piercings be allowed
17. Tattoos are only permitted if they follow the criteria in #12.

School administrators have the right to deem what is inappropriate dress.

Violation of the dress code will result in disciplinary action (refer to the discipline action plan) and students must comply with dress code before they return to class. Persistent non-compliance with dress code may result in further disciplinary action.

Lake Dallas Middle School Standardized Dress Code

Standardized Dress. All Lake Dallas Middle School students must wear the following:

- Blue denim or khaki color pants, shorts, skirt, or Capri pants;

- Long or short sleeved green, black, white or gray 1 to 4 button polo style shirt.
- Long sleeve “button down” green, black, white or gray shirt. Sleeves may be rolled to elbows.
- Green, black, white or gray long or short-sleeved Lake Dallas ISD t-shirt.
- T-shirts will be a school-sponsored shirt and will represent Lake Dallas ISD or one of its student organizations with an appropriate and approved design
- A properly fitted belt must be worn on all lower body clothing within belt loops at the natural waist;
- Any shirt, regardless of style, may only have the top 2 buttons unbuttoned to insure modest dress

Standardized dress guidelines. The following apply to all students:

- Clothing may not be altered from manufacture or written upon in any way.
- Pants, shorts or skirts are considered appropriate in length if they reach the top of the knee when standing. In the case of a skirt with a slit in the side, the length will be measured from the highest point of the slit;
- All shirttails must be tucked into pants, shorts, skirt, or Capri pants so that the belt is visible.
- All pants, shorts, skirt, or Capri pants must have belt loops.
- Pants may not be baggy, cutoff, split, or have excessively frayed pant legs and they must be worn at the natural waist;
- No holes in clothing / Clothing may not be oversized
- Clothing /accessories may not contain or exhibit metal studs, spikes, rings or any item that may cause harm or injury.
- A solid color green, black, white or gray sweater, sweatshirt or sweatshirt-hoodie may be worn over standardized dress top. This does not include tank tops or other unspecified dress to be layered over shirts.
- Only white, black or gray undershirts may be worn under shirts. These undershirts may be long or short sleeve and free of logo or design of any kind
- Shoes must be worn each day. No house shoes or slippers may be worn. (Footwear is exempt from manufacturer logo but is subject to all other non-compliant symbols and information listed in section 2.1 below)
- Socks may be worn in the following colors only: black, white, gray, brown, tan
- Clothing may not have or display any logo/embroidery of any sort regardless of size (exemptions: school sponsored t-shirts). In addition to manufacturer or designer logos students may not wear clothing or accessories that advertise by name or symbol any products that are not permitted in schools, including but not limited to: drugs, profanity, alcohol, obscenities, tobacco, suggestive slogans, and depictions of violence or gang activity.

- No hats or head covering may be worn without administrative approval.
- Clothing is meant to be of solid/unified color, free of pattern, multicolor or embellishment unless approved by LDMS

Students new to the school will be given a five (5) school day grace period to obtain proper standardized dress. During the grace period a student must wear properly fitted blue jeans and a shirt with a collar.

Any clothing that complies with the Standard Dress Code guidelines is acceptable and may be purchased from any vendor. The dress code choices were selected to take advantage of popular clothing students may already own.

The principal will have the final say as to the appropriateness of any dress code question. The principal has the authority to allow all or part of the student body to vary from the Standard Dress Code and/or to establish a particular mode of dress for special occasion days and/or for particular school-sponsored or school-related activities.

Clothing, grooming and accessories must conform to the LDMS dress code policy and the following guidelines:

- All students must be clean and neatly groomed.
- Chains or decorations deemed sharp or dangerous will not be permitted.
- Students may not wear hats, sweatbands, sunglasses, bandannas, hair rollers or other hair grooming items
- Hair should be clean and combed. Hair styled or dyed an unnatural color, or to the point of creating a distraction from the learning environment will be prohibited.
- Students may not wear facial jewelry or facial decoration; make-up must be of a natural color. Tongue rings, facial tattoos, are considered inappropriate.
- Male students may wear either one small stud or one small loop earring in one or both ears.
- Organizations, such as athletics, may set stricter dress code standards for their participants.
- Undergarments are not to be visible, therefore, any see-through clothing would be considered inappropriate.

The administration reserves the right to determine any attire inappropriate that is disruptive to the school environment.

Coat Guidelines – Any heavy winter coat can be worn to school. Once in the building students must remove any outerwear not contained in the dress code. Provisions for layered clothing such as undershirts, sweaters and sweatshirts are provided for within the code and can be worn within the building. No jackets or coats are allowed within building.

***Exemption Guidelines:**

A parent/guardian has the right to request a student be exempt from the Lake Dallas Middle School Standard Dress Code Policy based on religious or philosophical reasons. In order to exercise this option, the parent or guardian must provide a written statement that

sets out religious or philosophical objections to the dress code requirements to the campus principal. If the principal grants the exemption, the principal will give approved options for an alternative dress code to the parents or guardian. Exemption forms are available in the school office during regular business hours.

Consequences for non-compliance:

These procedures will be followed for a student who arrives at school out of compliance with the standard dress code policy guidelines and has not received a letter of exemption. The student will be sent to the office to meet with the appropriate school administrator:

- On the first offense, a warning will be issued to the students and the parent/guardian will be contacted
- On the second offense, a 2nd warning will be issued to the students and the parent/guardian will be contacted
- Any further offenses will result in more serious consequences ranging from ISS, to placement in the district's alternative education program.

Student must be in compliance with school dress code prior to returning to class. The school can provide temporary clothing or allow parent/guardian to deliver appropriate clothing. If student fails to comply with dress code he/she will remain in ISS until compliant. If parent chooses to bring clothing to student, the child will go to ISS while waiting. Although ISS is a consequence that is filed with the state and considered a consequence that may affect privileges such as athletics or field trips, the child must continue to be educated within the school day. ISS is the only place that can serve this purpose for any amount of time outside the regular classroom setting.

Financial Support Plan:

Partial Proceeds from certain:

- Shirt sales
- Fundraisers
- Donation

Approved vendors will be contacted for possible donations/fundraisers

LDMS always welcomes donations of items from the community and will make them available to LDMS families in need throughout the year

To qualify for clothing or financial assistance:

- Family should contact campus administration
- Family must meet one or both of the following criteria:
 - Qualify for the free or reduced lunch program.
 - Family must have a financial emergency. (Will be reviewed by a campus administrator for approval).

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil.utexas.edu> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

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

FEES

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

- Costs for materials for a class project that the student will keep.

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 14 days before the event.

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.

GRADING GUIDELINES

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

Also see **Report Cards/Progress Reports and Conferences** for additional information.

ELEMENTARY

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Report card grades for Elementary students shall be assigned according to the following criteria:

Summative activities such as major projects and tests.

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Formative activities such as homework, class work, daily quizzes, and class participation.

These grades should be a balanced representation of the types of work completed during the course of the grading period.

- During each grading period, at least eight (8) grades shall be recorded in the foundation curriculum areas (Language Arts, Math, Science/Health, and Social Studies). In the enrichment curriculum areas (Fine Arts, Physical Education, and Technology Applications) a minimum of six grades shall be recorded.
- Major projects may not have a due date of the last week of a marking period.
- Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.
- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- An Incomplete (I) will be issued based on the following criteria:
 - Non attendance in class,

- Zero assignments turned in,
- Enrolling the last fifteen days of the grading period without grades from the previous school,
- Withdrawing prior to end of the grading period
- Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. If a grade of “0” is assigned to a student in a six week period, the parents must be contacted. Parents are to be contacted each subsequent time that a “0” is to be assigned.
- In determining six weeks grades, a variety of assessment strategies should be used.
- Grades shall not be weighted.
- Fine Arts, Technology Applications and Physical Education grades should only reflect a student’s progress on curriculum goals. Behavior and conduct are not to be included in the subject report card grade. Behavior and conduct will be addressed through a social/work habits portion of the report card.

Communication Timelines and Review of Materials

1. Work that is graded shall be returned and recorded in the Gradebook within three (3) school days of the date received by the teacher.
2. Major projects/papers shall be graded and returned within the same grading period that they are completed and submitted to the teacher.
3. Students shall have the right to review their test scores. All tests given shall be graded, returned and recorded within three (3) school days of the date the test was administered.
4. Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent’s request by the student and the parents.

HOMEWORK

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.

LATE WORK

1. When an assignment is submitted after a deadline, a maximum penalty of ten (10) points per class meeting may be deducted from the grade with a maximum of 30 points deducted.
2. Teachers will use professional discretion in determining when such a deduction is inappropriate.

MAKE-UP WORK

All students shall be allowed to make up work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.

1. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
2. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
3. Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
4. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

PROGRESS REPORTS and PARENT CONFERENCES

- At every three-week interval, progress reports will be given to every student in grades 1-5. Students are to return the progress report signed by a parent if the average is below 75 and documentation shall be maintained by the teacher.
- If a progress report is not returned within two days of the distribution of progress reports, the teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher.
- The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.
- Parent conferences will be scheduled at the end of the 1st and 4th grading periods.

PROMOTION, RETENTION, AND AWARD OF CREDIT

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. 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]

Standards for Mastery

Mastery shall be determined as follows:

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

3. In grades 1–4, 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 (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
4. In grade 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 (essential knowledge and skills) for all subject areas, a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies, and mastery of the math and reading TAKS.
5. Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

REASSESSMENT POLICY

1. A teacher shall reteach and retest a class when 30% or more of that class has failed a summative assessment. The teacher shall record the higher of the two grades earned for those students being retested.
2. Reassessment should occur within two weeks of the original assessment.
3. When less than 30% of a class has failed an assessment, a teacher may reteach and retest individual students who have failed the assessment if the circumstances merit such consideration, i.e. poor test performance, serious illness, death of a family member, etc. When determining whether a retest is appropriate, a teacher may consider a student's level of academic effort and/or progress.
4. Before any reassessment occurs, a student shall receive appropriate remediation.

TUTORIALS

1. All students are eligible for tutorials.
2. Parents of students who meet one of the following criteria shall be notified on the report card of the need for tutorials.
 - a. grade average is passing but whose performance in mathematics or reading/language arts is below expectations for the child's current grade level;
 - b. grade average is failing.
3. For documentation purposes, student attendance at tutorials will be recorded.

SOCIAL/WORK HABIT GRADES

1. Social/work habit grades reflect student behavior during a reporting period. The following grade designations will be used:
 - E (Excellent)
 - S (Satisfactory)
 - N (Needs Improvement)
 - U (Unsatisfactory)
2. A "U" must not be given unless the teacher has contacted the parent AND discussed the unsatisfactory conduct grade with a campus administrator.

Pre-Kindergarten and Kindergarten Grading Information

A developmental report shall be used to indicate progress at pre-kindergarten and kindergarten levels. The reports reflect the Texas Essential Knowledge and Skills (TEKS) for these grade levels. Documentation of observable skills shall be kept in the grade book.

Pre-kindergarten and kindergarten parents shall receive a progress report each grading period. Parent conferences shall be scheduled for parents of pre-kindergarten and kindergarten students at the end of the first and fourth grading period. The following marking system shall be used:

Subject	Marking System
Language Arts	E = Excellent Progress
Mathematics	S = Satisfactory Progress
Science	N = Needs Improvement
Social Studies	U = Unsatisfactory Progress
Fine Arts (Art, Music, Theatre)	E = Excellent
Technology Applications	S = Satisfactory
Physical Education	N = Needs Improvement
Social Development/Work Habits	U = Unsatisfactory

Promotion Standards

Teachers shall make recommendations for promotion based on the following criteria:

- Mastery of objectives in the Texas Essential Knowledge and Skills (TEKS)
- Social development and work habits

Grade 1 Grading Information

In grade 1, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of eight grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theatre arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectation of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Language arts include reading, written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

A written progress report shall be given to every student at the three week interval of the grading period. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the grading period.

Subject Marking System

In order to meet the state requirements of numerical recording for promotion standards, numerical grades shall be recorded in the grade book. From the numerical grades in the grade book, the following corresponding marking system shall be used on both the students' work and on the report cards:

Subject	Marking System
Language Arts Mathematics Science/Health Social Studies	E - Excellent = 90-100 S - Satisfactory = 80-89 N - Needs Improvement = 70-79 U - Unsatisfactory = 0-69
Fine Arts Physical Education	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory
Social Development/Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- The student’s progress toward annual goals specified in the Individualized Education Program
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

Semester and yearly averages shall be computed in the areas of language arts, mathematics, science/health, and social studies. The averages shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	1/3 of first semester average
Grading Period 2	1/3 of first semester average
Grading Period 3	1/3 of first semester average
First Semester	½ of yearly average
Grading Period 4	1/3 of second semester average
Grading Period 5	1/3 of second semester average
Grading Period 6	1/3 of second semester average
Second Semester	½ of yearly average
Yearly Average	1 st and 2 nd semester grades averaged

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

- An overall average of “70” or above, computed by averaging yearly grades for language arts, mathematics, science/health, and social studies
- A yearly average of “70” or above in three of the following:
 - Language Arts
 - Mathematics
 - Science/health
 - Social studies.

Grades 2-5 Grading Information

In grades 2-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of eight grades per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theatre arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectation of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Language arts include reading, written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

A written progress report shall be given to every student at the three week interval of the grading period. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the grading period.

Subject Marking System

Students shall receive numerical scores in reading, language arts, mathematics, science/health, and social studies. Letter grades shall be used in fine arts, technology applications and physical education. The following marking system shall be used on the students' work, in the grade book, and on the report card:

Subject Marking System	
Language Arts	90-100 = A
Mathematics	80-89 = B
Science/Health	70-79 = C
Social Studies	0-69 = F

Fine Arts Technology Applications Physical Education	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory
Social Development/Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages Grades 2-5

Semester and yearly averages shall be computed in the areas of language arts, mathematics, science/health, and social studies. The averages shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	1/3 of first semester average
Grading Period 2	1/3 of first semester average
Grading Period 3	1/3 of first semester average
First Semester	½ of yearly average
Grading Period 4	1/3 of second semester average
Grading Period 5	1/3 of second semester average
Grading Period 6	1/3 of second semester average
Second Semester	½ of yearly average
Yearly Average	1 st and 2 nd semester grades averaged

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

Grade Requirements:

- An overall average of “70” or above, computed by averaging yearly grades for language arts, mathematics, science/health, and social studies
- A yearly average of “70” or above in three of the following:
- Language Arts, mathematics, science/health, and social studies.

Testing Requirements:

- Grade 5: Successful completion of the state assessments in reading and math;

SECONDARY (Grades 6-12)

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Report card grades shall be assigned according to the following criteria:

Summative activities such as major projects and tests.

Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Formative activities such as homework, class work, daily quizzes, and class participation. These grades should be a balanced representation of the types of work completed during the course of the six weeks-grading period.

- During each grading period, at least eight (8) grades shall be recorded.
- Major projects may not have a due date of the last week of a grading period.
- Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.
- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- An incomplete (I) will be issued based on the following criteria:
 1. non attendance in class,
 2. zero assignments turned in,
 3. enrolling the last fifteen days of the grading period without grades from the previous school,
 4. withdrawing prior to end of the grading period.
- Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. If a grade of "0" is assigned to a student, the parents must be contacted. Parents are to be contacted each subsequent time that a "0" is to be assigned.
- In determining report card grades, a variety of assessment strategies should be used.

COMMUNICATION TIMELINES and REVIEW OF MATERIALS

- Work that is graded shall be returned and recorded in the Gradebook within three (3) school days of the date received by the teacher. Exceptions shall be discussed with the campus principal for approval.
- Major projects/papers shall be graded and returned within the same grading period that they are completed and submitted to the teacher.

- Students shall have the right to review their test scores. All tests given shall be graded, returned and recorded within three (3) school days of the date the test was administered.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district created assessments. These tests may be reviewed at the parent's request by the student and the parents.

HOMEWORK

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.

LATE WORK

Students are responsible for completing assigned work in a satisfactory manner and within the timelines specified. Teachers shall ensure that students are aware of missed assignments and shall make every reasonable effort to assist students in completing the work. Teachers may allow a student a reasonable opportunity to make up or re-do a class assignment or exam for which the student received a failing grade.

In the spirit of our mission to increase rigor and student expectations, the following criteria are to serve as guidelines for calculating grades for late work.

- Assignment turned in on time may receive full credit
- Assignments one day late may incur a 30% deduction
- Assignments two days late may incur a 50% deduction
- Assignments three or more days late may incur a loss of credit

Teachers will use professional discretion in determining when such a deduction is appropriate.

MAKE-UP WORK

All students shall be allowed to make up work when they are absent from class.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

PROGRESS REPORTS and PARENT CONFERENCES

At every three-week interval, progress reports will be given to every student. Students are to return the progress report signed by a parent if the average is below 70. Documentation shall be maintained by the teacher.

If a progress report is not returned within two days of the distribution of progress reports, the teacher will initiate parent contact for any student whose average is 75 or below. This parent contact date and method shall be documented and maintained by the teacher. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. When a student's grade drops from passing to failing after the progress report has been issued, parents must be notified immediately by the teacher in writing or by phone. Documentation of contact shall be kept by the teacher for verification purposes.

PROMOTION, RETENTION, AND AWARD OF CREDIT

CURRICULUM MASTERY

Course credit shall be based on mastery of the curriculum.

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

REASSESSMENT POLICY

- A teacher shall reteach and retest a class when a majority of that class has failed a summative assessment. The teacher shall record the higher of the two grades earned for those students being retested.
- Reassessment should occur within two weeks of the original assessment.
- When the majority of a class passes an assessment, a teacher may reteach and retest individual students who have failed the assessment if the circumstances merit such consideration, i.e. poor test performance, serious illness, death of a family member, etc. When determining whether a retest is appropriate, a teacher may consider a student's level of academic effort and/or progress.
- Before any reassessment occurs, a student shall receive appropriate remediation.

TUTORIALS

All students are eligible for tutorials. Parents of students who meet one of the following criteria shall be notified on the report card of the need for tutorials:

- grade average is failing.
- grade average is 70-75, (in danger of failing)
For documentation purposes, student attendance at tutorials will be recorded.

Grades 6-8 Grading Information

- In grades 6-8, all grades shall reflect student performance in the Texas Essential Knowledge and Skills. Teachers in every subject area shall record a minimum of eight individual grades on separate assignments per grading period.
- Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent to the parents of all students. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six week period.

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. The grading period average will be computed using one of the following formulas:

Formula I	Formula II
50% Daily Average	75% Daily Average
50% Test Average and/or Major Projects	25% Test Average and/or Major Projects

The following marking system shall be used on the students' work, in the grade book, and on the report card:

Subject Marking System	
Language Arts	90-100 = A
Mathematics	80-89 = B
Science/Health	70-79 = C
Social Studies	0-69 = Failure
All Elective Courses	

** These symbols will be used for students with disabilities working under Behavior Intervention Plans.*

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- The student’s progress toward annual goals specified in the Individualized Education Program;
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

The campus principal will designate the personnel responsible for these reports.

Semester Averages

The semester average shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	2/7 of first semester average
Grading Period 2	2/7 of first semester average
Grading Period 3	2/7 of first semester average
First Semester Exam	1/7 of first semester average
First Semester	½ of yearly average
Grading Period 4	2/7 of first semester average
Grading Period 5	2/7 of first semester average
Grading Period 6	2/7 of first semester average
Second Semester Exam	1/7 of first semester average
Second Semester	½ of yearly average
Yearly Average	1st and 2nd semester grades averaged

Note: A yearly grade will not be given in one-semester courses.

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester.

Credit for both semesters shall be earned by a student:

- Who earns passing grades for both semesters; or
- Whose average of both semesters is 70 percent or greater provided the second semester average is 70 percent or greater; or
- Who passes an end-of-course examination designed and purchased from an approved source.

Credit for individual semesters shall be earned by a student who earns a passing grade for one semester, but whose average for both semesters is less than 70 percent. Under this circumstance, the student needs only to retake the semester of the course in which the failing grade was earned. Upon successful completion of the semester, credit will be awarded.

Grades 9-12 Grading Information

In grades 9-12, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Teachers in every subject area shall record a minimum of eight individual grades on separate assignments per grading period. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 in any subject. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six weeks period

Grading Period Averages and Report Cards

Students shall receive numerical scores in all subjects. The six week's average will be computed using one of the following formulas:

The following marking system shall be used on the students' work, in the grade book, and on the report card:

Subject Marking System	
Language Arts	90-100 = A
Mathematics	80-89 = B
Science/Health	70-79 = C
Social Studies	0-69 = Failure
All Elective Courses	

** These symbols will be used for students with disabilities working under Behavior Intervention Plans.*

Semester Averages

The semester average shall be computed as follows:

Grading Period	Portion of Yearly Average
Grading Period 1	26.17% of first semester average
Grading Period 2	26.17% of first semester average
Grading Period 3	26.17% of first semester average

First Semester Exam	19.99% of first semester average
First Semester	½ of yearly average
Grading Period 4	26.17% of first semester average
Grading Period 5	26.17% of first semester average
Grading Period 6	26.17% of first semester average
Second Semester Exam	19.99% of first semester average
Second Semester	½ of yearly average
Yearly Average	1 st and 2 nd semester grades averaged

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester.

Credit for both semesters shall be earned by a student:

1. Who earns passing grades for both semesters; or
2. Whose average of both semesters is 70 percent or greater provided the second semester average is 70 percent or greater; or
3. Who passes an end-of-course examination designed and purchased from an approved source.

Credit for individual semesters shall be earned by a student who earns a passing grade for one semester, but whose average for both semesters is less than 70 percent. Under this circumstance, the student needs only to retake the semester of the course in which the failing grade was earned. Upon successful completion of the semester, credit will be awarded.

Graduation Requirements

In order to obtain a high school diploma, students must demonstrate the successful completion of the proficiencies listed below:

- All course work requirements
- All state assessment requirements

GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Pass a statewide exit-level exam.

The exit-level test, required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History, World History, and World Geography. A student who does not pass the exit-level assessment will have additional opportunities to take the test.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times [See policy EIF (LEGAL).]

All students must meet the following credit and course requirements for graduation under the programs listed:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	2.5 or 3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1 (effective for grade 9 in 2010–2011 school year and thereafter)	1	1
Locally required courses	.5 credit in Health or Health Sciences 1 credit in Technology Application	.5 credit in Health or Health Sciences 1 credit in Technology Application	.5 credit in Health or Health Sciences 1 credit in Technology Application
Electives	9 credits	5 credits	4 credits
Miscellaneous			Completion of 4 Advanced Measures
TOTAL	26 credits	27 credits	27 credits

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

Students with Disabilities

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH (LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, or the top three academically ranked graduates will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian, salutatorian, and graduating class president may also have speaking roles at the graduation ceremony. [See FNA (LOCAL).]

Graduation Expenses

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

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy E] (LEGAL).]

HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

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

- What are the symptoms?

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

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, 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, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. 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).

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

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

Physical Activity for Students in Elementary and Middle School

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

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

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

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held three meetings. Additional information regarding the district's School Health Advisory Council is available from www.ldisd.net. [See also policies at BDF and EHAA.]

[See Removing a Student from Human Sexuality Instruction for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines contact the Child Nutrition Director at 940.497.2225. . [See policies at CO and FFA.]

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, are available in the Maintenance and Transportation office. If you have any questions, please contact Wendy Knoz at 940.497.4026.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Wendy Konz at 940.497.4026.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Mr. Randall Caldwell, at 940.497.4010.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

Below is a list of the required vaccines for students who will attend a Texas school in the 2010-2011 school year. This list includes new requirements that were added to kindergarten and 7th grade in 2009. *Parents of students who will enter kindergarten and 7th grade should pay special attention to the additional vaccine requirements.* Please be aware that students without the required immunizations or a valid exemption will not be allowed to attend school.

Vaccine requirements for students entering kindergarten through 12th grade:

- 3 to 5 doses* of diphtheria, tetanus, and pertussis (DTaP/DTP/DT/Td)
- 3 to 4 doses* of polio
- 2 doses* of measles, mumps, and rubella (MMR)
- 3 doses of hepatitis B
- 1 to 2 doses* of varicella
- 1 booster dose of tetanus, diphtheria, and pertussis (Tdap) 10 years after the last dose of tetanus-diphtheria-containing vaccine

Additional vaccine requirements for students entering kindergarten, 1st grade, 7th grade, and 8th grade:

- 2 doses of hepatitis A for students entering K – 1st grade
- 2 doses of varicella for students entering K – 1st and 7th – 8th grade
- 1 booster dose of tetanus, diphtheria, and pertussis (Tdap) for students entering 7th grade, if at least 5 years have passed since the last dose of tetanus-diphtheria-containing vaccine dose of meningococcal for students entering 7th – 8th grade

You can find more information about school vaccine requirements in the Immunization Branch website at www.immunizetexas.com (click on the 'School and Childcare' link). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

To comply with an order of the juvenile court.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors. [For further information, see policies FL (LEGAL) and GRA (LEGAL).]

MAKEUP WORK

Makeup Work Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB (LOCAL).]

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, 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).]

In-school Suspension Makeup Work

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

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL).]

LDISD Health Services Medication Administration Protocol

All medication should be given outside of school hours if possible. Medications directed to be given once a day will not be given at school. Only medication, which is required to enable a student to stay in school, may be given. In order for your child to receive any medication at school, the first dose must be given at home 24 hours before attending school. Antibiotics or other prescribed medications directed to be given two or three times a day will not be given at school. Medication may be given at school following the criteria below. At times school personnel other than the school nurse or health assistant may give medication to your student.

1. Medications must be in the original, properly labeled containers. Prescription medications must be current (within the last three months). A pharmacy can supply two (2) labeled containers, one for school and one for home. Only medications provided by the parent will be given. Medications sent in baggies or unlabeled containers will not be given.
2. Health services personnel will check the medication. If the medication in the container does not match the name on the label, the medication will not be given and the parent or guardian will be notified.
3. Medication will not be given without a specific written request signed by at least one parent or legal guardian and physician. This request should be made on the appropriate form supplied by the school.
4. All medications must be kept in the school clinic except: Students with asthma may carry their inhaler provided the asthma management plan is on file in the nurse's office. Narcotic medications and herbal treatments will not be given at school.
5. Please speak to the school nurse or health assistant if your child requires long-term medication, any health care procedure or monitoring. Health care procedures (including but not limited to pulmoaide breathing treatments and blood sugar checks) will require a physician's order (management plan) completed and signed by the student's physician.
6. Only a two weeks supply of over the counter medication in a small original bottle will be accepted. Over the counter medication given five consecutive days or more will require a physician's note. Students attending Lake Dallas High School may carry a single dose of over the counter analgesics (i.e., Tylenol or Ibuprofen) when all other criteria are met.

By the end of the last day of school, medication will need to be picked up by parent or taken home by student or discarded by school personnel. If medicine remains in the nurse's office by 4 p.m., school personnel will discard it.

Attention Parents: If your child needs to have medication given during school hours, please obtain the form titled "Authorization to Administer Medication" from the nurse or health assistant at your child's school.

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Lake Dallas ISD] does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972;

and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Mrs. Karla Landrum, Director of Personnel, 940.497.4039
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mrs. Monique Cromis 940.497.4039
- All other concerns regarding discrimination: See the superintendent: Mrs. Gayle Stinson 904-497-4039.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Physical examinations are offered annually for UIL participation. [For further information see FFAA (LOCAL)].

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [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.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the Texas Assessment of Knowledge and Skills (TAKS), if the student is enrolled in a

public Texas school on any day between January 1 and the date of the first administration of the TAKS.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

Parents of a student in grades 3- 8 who does not perform satisfactorily on his or her 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.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

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

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating

circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading, parents will be given a written progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal 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 grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within three days.

SAFETY

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

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

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

3 bells leave the building
 1 bell halt; stand at attention
 2 bells return to the classroom

Tornado Drill Bells

1 continuous bell move quietly but quickly to the designated locations
 2 bells return to the classroom

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

When it becomes necessary to open late, cancel school, or release students early, school officials will notify the following radio and television stations: TV Channels 4, 5, 8 and 11; Radio Stations WBAP 820 AM and KNYU 88.1 FM.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHOOL FACILITIES

Use By Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Cafeteria Services

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. Contact Charlotte Hicks at 940.497.2225 to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Meetings of Noncurriculum-Related Groups

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

A list of these groups is available in the principal's office.

SEARCHES

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

Students' Desks and Lockers

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

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

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the ***Student Code of Conduct***.]

Trained Dogs

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

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the LDISD Administration Office at 940.497.4039.

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: Student speakers shall introduce: Athletic games/events; Opening announcements and greetings for the school day; and other nonathletic events as determined by campus administration. Students are eligible to introduce these events if they have not been placed in disciplinary alternative school during the current school year, and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers, and captains of athletic teams.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name at the beginning of each semester.

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

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments (such as TAKS: the Texas Assessment of Knowledge and Skills) in the following subjects:

- Mathematics, annually in grades 3–11
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- English language arts in grades 10 and 11
- Social studies in grades 8, 10, and 11
- Science in grades 5, 8, 10, and 11
- TAKS-Accommodated, TAKS-Modified, and TAKS-Alternate for students receiving special education services are administered to eligible students.
- Linguistically accommodated testing (LAT), as well as the Texas English Language Proficiency Assessment System (TELPAS) for students identified as limited English proficient, are also administered to eligible students.
- Any other subject and grade required by federal law [See policy EKB (LEGAL).]

TARDINESS

A student who is tardy to class by more than 10 minutes will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Lake Dallas High School Tardy Policy: Students are provided adequate time to get from class to class. Students who arrive to class within the first 10 minutes *after* the bell will be counted tardy for the class. Students who arrive to class after the first 10 minutes will be

counted absent for the class. The third tardy in a semester is considered excessive. Excessive tardies will result in further disciplinary action. Tardies are an accumulation from all classes and are not allotted per class. Tardies are assigned by teachers and are tabulated in the Assistant Principal's office from all classes.

Consequences for Tardies:

4 tardies = 1 day of detention

6 tardies = 2 days detention

8 tardies = 1 day of ECO

10 tardies = 2 days of ECO

12 + tardies = DAEP placement

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

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the LDISD Transportation Department at 940.497.4026.

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles,

students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

UIL / Extracurricular

Illegal Drug and Alcohol Administrative Regulation

The principal and athletic director have the responsibility and authority to ensure that all violations of the extracurricular contract on drug/alcohol use are thoroughly investigated, decisions are made based on the facts, and that all students across all organizations are dealt with in a consistent manner. The role of the sponsor is to report suspected violators, participate in the investigation as required by the principal, and to enforce the sanctions laid out in this guideline.

The following guidelines will be enforced consistently among all students across all student groups. In the event that compelling evidence, which can be substantiated in fact, is presented to the principal and athletic director at the time of the infraction, the principal/athletic director may choose to invoke some variation in these guidelines including more stringent penalties.

VIOLATIONS:

Category 1: Students in attendance at a non-supervised, non-school activity where illegal consumption of alcohol or illegal drugs takes place, i.e., field parties, keg parties. This does not restrict concerts, clubs, etc.

1st offense: Probation for six months. Extra conditioning added.

2nd offense (within a calendar year): Removal from extracurricular activity for seven school days.

Category 2: Students in possession of illegal drugs or alcohol at a non-school function.

1st offense: Probation for one calendar year. Extra conditioning added.

2nd offense (within a calendar year): Removal from extracurricular activity for fourteen school days.

Category 3: Students under the influence or consuming illegal drugs or alcohol at a non-school function.

1st offense: Removal from extracurricular activities for seven school days and removal from leadership role. Probation for one calendar year. Extra conditioning added.

2nd offense (within a calendar year): Removal from extracurricular activity for 25 school days.

Category 4: Student in possession of illegal drugs or alcohol at a school sponsored function.

Removal from leadership role

Loss of award eligibility

Probation for one calendar year

Removal from extracurricular activity for 45 school days

Category 5: Student under the influence or consuming illegal drugs or alcohol at a school sponsored function.

Removal from leadership role

Loss of award eligibility

Probation for one calendar year

Removal from extracurricular activity for 45 school days.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

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

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

Visitors Participating in Special Programs for Students

On High School Career Day district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

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

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages, 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 a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student's parents are part of the committee.

Attendance Review Committee is 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.

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

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests, etc.

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

LAT stands for Linguistically Accommodated Testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the 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 is developed with the advice of the district-level committee and adopted by the board; and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The ***Student Code of Conduct*** also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 3–11.

TAKS-Accommodated is a state mandated assessment based on the same grade-level academic achievement standards of TAKS available to certain students who receive special education services and who need specific accommodations, as determined by the student and his or her ARD committee.

TAKS-Alternate is an alternate state mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student and his or her ARD committee.

TAKS-Modified is an alternate state mandated assessment based on modified achievement standards and is administered to eligible students receiving special education services, as determined by the student and his or her ARD committee.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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