

2021 | 2022



student



handbook



LEWISVILLE INDEPENDENT SCHOOL DISTRICT



STUDENT HANDBOOK 2021 | 2022

LEWISVILLE INDEPENDENT SCHOOL DISTRICT

JEFFREY KAJA
Chief Executive Director
Student Support Services

REBECCA CLARK
Executive Director
Student Services

LISD ADMINISTRATIVE CENTER
1565 W. Main St.
Lewisville, Texas 75067

Phone: 469-713-5206

DR. KEVIN ROGERS
Superintendent of
Schools



LISD BOARD OF TRUSTEES



TRACY SCOTT MILLER
President



ALLISON LASSAUN
Vice President



KATHERINE SELLS
Secretary



DR. BUDDY BONNER
Member



ANGIE COX
Member



KRISTI HASSETT
Member



JENNY PROZNIK
Member

Please note that information about translating this document into a different language can be found at <https://www.lisd.net/Page/24355>.

Use the Table of Contents to quickly find any locate information or easily search the document for a specific word or term by using the FIND feature:

Mac: Command + F

PC: Control + F

Table of Contents

Preface

[Accessibility](#)

Section I: Parental Rights

Consent, Opt-Out, and Refusal Rights

[Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service](#)

[Consent to Display a Student’s Original Works and Personal Information](#)

[Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14](#)

[Consent to Video/Audio Record a Student Not Already Permitted by Law](#)

[Limiting Electronic Communications with Students by District Employees](#)

[Objecting to the Release of Directory Information](#)

[Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education](#)

[\(Secondary Grade Levels Only\)](#)

Participation in Third-Party Surveys

[Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation](#)

[“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information](#)

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

[Human Sexuality Instruction](#)

[Reciting a Portion of the Declaration of Independence in Grades 3–12](#)

[Reciting the Pledges to the U.S. and Texas Flags](#)

[Religious or Moral Beliefs](#)

[Tutoring or Test Preparation](#)

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

Notices of Certain Student Misconduct to Noncustodial Parent

Participation in Federally Required, State-Mandated, and District Assessments

Student Records

Accessing Student Records

Authorized Inspection and Use of Student Records

Teacher and Staff Professional Qualifications

A Student with Exceptionalities or Special Circumstances

Children of Military Families

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

Safety Transfers / Assignments

Student Use of a Service / Assistance Animal

A Student in the Conservatorship of the State (Foster Care)

A Student Who Is Homeless or Qualifies for McKinney-Vento Services

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

Special Education Referrals

Contact Person for Special Education Referrals

Section 504 Referrals

Contact Person for Section 504 Referrals

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

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

A Student Who Speaks a Primary Language Other than English

A Student with Physical or Mental Impairments Protected under Section 504

Section II: Other Important Information for Parents and Students

Absences / Attendance

Compulsory Attendance

[Prekindergarten and Kindergarten](#)
[Between Ages 6 and 18](#)
[Age 19 and Older](#)
[Exemptions to Compulsory Attendance](#)
[All Grade Levels](#)
[Secondary Grade Levels](#)
[Failure to Comply with Compulsory Attendance](#)
[All Grade Levels](#)
[Students with Disabilities](#)
[Age 19 and Older](#)
[Between Ages 6 and 18](#)
[Attendance for Credit or Final Grade \(Kindergarten–Grade 12\)](#)
[Official Attendance-Taking Time \(All Grade Levels\)](#)
[Documentation Before and After an Absence \(All Grade Levels\)](#)
[Perfect Attendance \(All Grade Levels\)](#)
[Doctor’s Note after an Absence for Illness \(All Grade Levels\)](#)
[Driver License Attendance Verification \(Grades 9-12\)](#)
[Accountability Under State and Federal Law \(All Grade Levels\)](#)
[Armed Services Vocational Aptitude Battery Test \(High School\)](#)
[Awards and Honors \(All Grade Levels\)](#)
[Bullying \(All Grade Levels\)](#)
[Career and Technical Education \(CTE\) Programs \(Secondary Grade Levels Only\)](#)
[Celebrations \(All Grade Levels\)](#)
[Child Sexual Abuse, Trafficking, and Other Maltreatment of Children \(All Grade Levels\)](#)
[Warning Signs of Sexual Abuse \(All Grade Levels\)](#)
[Warning Signs of Trafficking \(All Grade Levels\)](#)
[Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children \(All Grade Levels\)](#)
[Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children \(All Grade Levels\)](#)

[Class Rank / Highest-Ranking Student \(Secondary Grade Levels Only\)](#)

[Class Schedules \(Secondary Grade Levels Only\)](#)

[College and University Admissions and Financial Aid
\(Secondary Grade Levels Only\)](#)

[College Credit Courses \(Secondary Grade Levels Only\)](#)

[Communications—Automated](#)

[Emergency](#)

[Non-emergency](#)

[Complaints and Concerns \(All Grade Levels\)](#)

[Conduct \(All Grade Levels\)](#)

[Applicability of School Rules](#)

[Counseling](#)

[Academic Counseling](#)

[Elementary and Middle School Grade Levels](#)

[High School Grade Levels](#)

[Personal Counseling \(All Grade Levels\)](#)

[Course Credit](#)

[Courses Taken by Students in Grades 9-12](#)

[Course Credit \(High school courses taken during middle school\)](#)

[Credit by Examination - If a Student Has Taken the Course / Subject
\(Grades 6-12\)](#)

[Credit by Examination for Advancement / Acceleration - If a Student Has Not Taken the
Course / Subject](#)

[Kindergarten Acceleration](#)

[Students in Grades 1–5](#)

[Students in Grades 6–12](#)

[Dating Violence, Discrimination, Harassment, and Retaliation \(All Grade
Levels\)](#)

[Dating Violence](#)

[Discrimination](#)

[Harassment](#)

[Sexual Harassment and Gender-Based Harassment](#)

[Retaliation](#)

[Reporting Procedures](#)

[Investigation of Report](#)

[Discrimination](#)

[Disruptions of School Operations](#)

[Distance Learning](#)

[All Grade Levels](#)

[Texas Virtual School Network \(TXVSN\) \(Secondary Grade Levels\)](#)

[Distribution of Literature, Published Materials, or Other Documents \(All Grade Levels\)](#)

[School Materials](#)

[Non-school Materials](#)

[From Students](#)

[From Others](#)

[Dress and Grooming \(All Grade Levels\)](#)

[Electronic Devices and Technology Resources \(All Grade Levels\)](#)

[Possession and Use of Personal Telecommunications or Electronic Devices, Including Cell Phones](#)

[Instructional Use of Personal Telecommunications and Other Electronic Devices](#)

[Acceptable Use of District Technology Resources](#)

[Unacceptable and Inappropriate Use of Technology Resources](#)

[End-of-Course \(EOC\) Assessments](#)

[English Learners \(All Grade Levels\)](#)

[Extracurricular Activities, Clubs, and Organizations \(All Grade Levels\)](#)

[Standards of Behavior](#)

[Offices and Elections](#)

[Fees \(All Grade Levels\)](#)

[Fundraising \(All Grade Levels\)](#)

[Gang-Free Zones \(All Grade Levels\)](#)

[Gender-Based Harassment \(All Grade Levels\)](#)

[Grade-Level Classification \(Grades 9–12 Only\)](#)

[Grading Guidelines \(All Grade Levels\)](#)

[Graduation \(Secondary Grade Levels Only\)](#)

- [Requirements for a Diploma](#)
- [Testing Requirements for Graduation](#)
- [Foundation Graduation Program](#)
- [Credits Required](#)
- [Available Endorsements](#)
- [Personal Graduation Plans](#)
- [Available Course Options for All Graduation Programs](#)
- [Certificates of Coursework Completion](#)
- [Students with Disabilities](#)
- [Graduation Activities](#)
- [Graduation Speakers](#)
- [Graduation Expenses](#)
- [Scholarships and Grants](#)

[Harassment](#)

[Hazing \(All Grade Levels\)](#)

[Health - Physical and Mental \(All Grade Levels\)](#)

- [Bacterial Meningitis](#)
- [Asthma and Severe Allergic Reactions](#)
- [Diabetes](#)
- [Food Allergies](#)
- [Illness](#)
- [Immunization](#)
- [Lice](#)
- [Medicine at School](#)
- [Mental Health Support](#)
- [Physical Activity Requirements](#)
 - [Elementary School](#)
 - [Middle School](#)
 - [Temporary Restriction from Participation in Physical Education](#)
- [Physical Fitness Assessment \(Grades 3–12\)](#)

Physical Health Screenings

Athletics Participation (Secondary Grade Levels Only)

Spinal Screening Program

Other Examinations and Screenings

Seizures

Steroids (Secondary Grade Levels Only)

Tobacco and E-Cigarettes Prohibited

Health-Related Resources, Policies, and Procedures (All Grade Levels and All Others on School Property)

Physical and Mental Health Resources

Policies and Procedures that Promote Student Physical and Mental Health

School Health Advisory Council (SHAC)

Student Wellness Policy / Wellness Plan

Homework (All Grade Levels)

Illness

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

Students Taken into Custody

Notification of Law Violations

Learning Choice Options

Leaving Campus (All Grade Levels)

During Lunch

At Any Other Time during the School Day

Lost and Found (All Grade Levels)

Lunch Delivery

Secondary Schools

Elementary Schools

Makeup Work (All Grade Levels)

Makeup Work Because of Excused Absence

DAEP Makeup Work

Elementary and Middle School Grade Levels

Grades 9–12

[In-School Suspension \(ISS\) and Out of School Suspension \(OSS\) Makeup Work](#)

[Alternative Means to Receive Coursework](#)

[Opportunity to Complete Courses](#)

[Nondiscrimination Statement \(All Grade Levels\)](#)

[Nontraditional Academic Programs \(All Grade Levels\)](#)

[Parent and Family Engagement \(All Grade Levels\)](#)

[Working Together](#)

[Parking and Parking Permits \(High School Levels Only\)](#)

[Pledges of Allegiance and a Minute of Silence \(All Grade Levels\)](#)

[Prayer \(All Grade Levels\)](#)

[Promotion and Retention](#)

[Elementary and Middle Grade Levels](#)

[High School Grade Levels](#)

[Release of Students from School](#)

[Report Cards / Progress Reports and Conferences \(All Grade Levels\)](#)

[Retaliation](#)

[Safety \(All Grade Levels\)](#)

[Student IDs](#)

[Accident Insurance](#)

[Insurance for Career and Technical Education \(CTE\) Programs](#)

[Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies](#)

[Preparedness Training: CPR and Stop the Bleed](#)

[Emergency Medical Treatment and Information](#)

[Emergency School-Closing Information](#)

[SAT, ACT, and Other Standardized Tests](#)

[Schedule Changes \(Middle and High School Grade Levels\)](#)

[School Facilities \(All Grade Levels\)](#)

[Asbestos Management Plan](#)

[Conduct Before and After School](#)

[Food and Nutrition](#)

[Library](#)

[Meetings of Non-Curriculum Related Groups \(Secondary Grade Levels Only\)](#)

[Pest Management Plan](#)

[Use by Students Before and After School](#)

[Vending Machines](#)

[School-sponsored Field Trips \(All Grade Levels\)](#)

[Searches \(All Grade Levels\)](#)

[Metal Detectors](#)

[Trained Dogs](#)

[Telecommunications and Other Electronic Devices](#)

[Drug Testing \(Secondary Grade Levels Only\)](#)

[Sexual Harassment](#)

[Social Events](#)

[Special Programs \(All Grade Levels\)](#)

[Standardized Testing](#)

[Secondary Grade Levels](#)

[SAT / ACT \(Scholastic Aptitude Test and American College Test\)](#)

[TSI \(Texas Success Initiative\) Assessment](#)

[STAAR \(State of Texas Assessments of Academic Readiness\)](#)

[Grades 3–8](#)

[High School Courses—End-of-Course \(EOC\) Assessments](#)

[Students in Foster Care \(All Grade Levels\)](#)

[Students Who are Homeless or those Eligible for McKinney-Vento Services \(All Grade Levels\)](#)

[Student Speakers \(All Grade Levels\)](#)

[Summer School](#)

[Tardies \(All Grade Levels\)](#)

[Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials \(All Grade Levels\)](#)

[Transfers \(All Grade Levels\)](#)

[Transportation \(All Grade Levels\)](#)

[School-sponsored Trips](#)

[Buses and Other School Vehicles](#)
[Vandalism \(All Grade Levels\)](#)
[Video Cameras \(All Grade Levels\)](#)
[Visitors to the School \(All Grade Levels\)](#)
 [General Visitors](#)
 [Unauthorized Persons](#)
 [Visitors Participating in Special Programs for Students](#)
 [Business, Civic, and Youth Groups](#)
 [Career Day and College Fairs](#)
 [Volunteers](#)
[Voter Registration \(High School\)](#)
[Withdrawing from School \(All Grade Levels\)](#)

[Glossary](#)

[Appendix I:](#)
[Freedom from Bullying Policy](#)

[Appendix II:](#)
[Pre-Planned Absence Form](#)

[Appendix III:](#)
[LISD Dress Code Administrative Rules](#)

[Appendix IV:](#)
[Campus Visitor Guidelines](#)

Preface

Parents and Students:

Welcome to the new school year! Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year. The Lewisville ISD Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Please be aware that unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance. In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct. Therefore, parents and students should become familiar with the Lewisville ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.lisd.net/Page/17659>.

State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. A hard copy of either the Student Code of Conduct or Student Handbook can be requested from your child’s campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical. Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

If you or your child have questions about any of the material in this handbook, please contact your campus principal or assistant principal. Also, please complete the following forms in Skyward Family Access (preferred) or request a paper copy if needed to return to your child’s campus at the beginning of the year or upon the student’s enrollment:

- Acknowledgment of Electronic Distribution and of the Student Handbook and Student Code of Conduct,
- Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information,

- Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and

[See **Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district superintendent’s office, and an unofficial electronic copy is available at <https://pol.tasb.org/Home/Index/384>.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board’s choices and values regarding district practices.

Accessibility

If you have difficulty accessing this handbook because of a disability or need any other assistance, please contact the Executive Director of Student Services at 469-713-5206.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

For further information, see **Mental Health Support**

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video/Audio Record a Student Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,

- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page. However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. An employee who communicates electronically with students shall observe the following:

The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below. Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message
- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
- For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district e-mail address.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student’s name and photograph (posted on a district-approved and managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student’s first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the online Skyward back to school forms. A paper copy is available from your child’s campus upon request.]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: *student name, address, photograph, honors and awards, dates of attendance, grade level, enrollment status, most recent school previously attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams*. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: *student name, honors and awards, enrollment status, and participation in officially recognized activities and sports*.

If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

Note: Review **Authorized Inspection and Use of Student Records**.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

A form is included in the online Skyward back to school forms if you do not want the district to provide this information to military recruiters or institutions of higher education. A paper copy is available from your child's campus on request.

Participation in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Lewisville ISD Growth and Development and/or Human Sexuality Instruction

LISD has developed a scope and sequence of growth and development which begins in 5th grade. The 5th grade will cover the endocrine body system in science and health with the focus being on puberty. The scope and sequence will continue in middle school during 7th grade science with an emphasis on body systems and disease prevention. The Texas Essential Knowledge and Skills (TEKS) states that the following information should be covered in the 5th and 7th grades under health education.

- **(5.2) Health information - The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the lifespan. The student is expected to:**
 - *(A) describe the structure, functions, and interdependence of major body systems; and (B) identify and describe changes in male and female anatomy that occur during puberty.*
 - *The Texas Essential knowledge and Skills (TEKS) states that the following information should be covered in the seventh grade under health education.*
- **(7.2) Health information - The student recognizes ways that body structure and function relate to personal health throughout the lifespan. The student is expected to:**
 - *(A) explain how differences in growth patterns among adolescents, such as onset of puberty, may affect personal health;*
 - *(B) describe the influence of the endocrine system on growth and development; (C) compare and contrast changes in males and females; (D) describe physiological and emotional changes that occur during pregnancy; and (E) examine physical and emotional development during adolescence.*
- **(7.3) Health information - The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the lifespan. The student is expected to:**
 - *(D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.*
- **(7.5) Health behaviors - The student engages in behaviors that reduce health risks throughout the lifespan. The student is expected to:**
 - *(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse; (D) identify information relating to abstinence;*

- o *(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age*
- o *(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity*
- o *The School Health Advisory Council recommends programs for human sexuality instruction, at appropriate grade levels, to the LISD School Board for final approval. The SHAC is composed of parents, teachers, and community leaders who are responsible for making recommendations about the components of the health curriculum for use in an integrated school health program which reflects local values. **

Procedure for 5th Grade:

1. Each campus nurse will schedule the date and time with the lead 5th grade teacher and/or appropriate personnel.
2. A parent preview time will be offered during school hours and/or in the evening.
3. Notification and parental consent form regarding growth and development will be sent home in a timely manner. The school must have received written permission from the parent for the student to attend the class. Notification of the parental preview dates and times will be on the notification letter.
4. The nurse or teacher will personally contact any parent or guardian of a student whose form is not returned. An alternate assignment will be available to those students who will not attend the video viewing.
5. Growth & Development videos will be shown by the campus nurse/designated LISD employee(s) to all fifth-grade students who have a signed parental consent to view the approved growth & development video(s).
6. Girls and boys will view the videos in separate rooms.
7. Blank note cards/paper will be provided to each student to write questions as the video is shown. The questions will be read aloud and answered by the nurse/teacher. (Should a question be inappropriate for the lesson content, it will not be read aloud. Students will be told that if their question was not read aloud, it should be discussed with their parent or guardian at home.)

7th grade Human Sexuality is included in the Science curriculum. Parent permission is required and parents may review the content in advance.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL)]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction to the extent possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student’s teacher.]

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

A parent has the 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.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

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

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child’s participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child’s records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,

- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or anyone who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to

access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records. Legitimate educational interest may include:

- 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
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a school committee to support the district's safe and supportive school program;
 - 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.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

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

A parent or eligible student who wants to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies of records the district approves for copying. Some records may be available for review only. 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 the records.

The address of the superintendent’s office is *1565 W. Main St., Lewisville TX 75067.*

The address of the principal’s office can be found for each campus at:
<https://www.lisd.net/domain/5342>.

A parent or eligible student may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a 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 guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns**.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children, entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty;

- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students’ enrollment. [See policy FDB(LEGAL)]

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus. [See **Bullying**, and policies FDB and FFI]
- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.
- Request the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant. [See policy FDE]

Transportation is not provided for a transfer to another campus.

Student Use of a Service / Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

For grades 9-12, the district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration**, **Course Credit** on page , and **A Student in Foster Care** on page for more information.]

A Student Who Is Homeless or Qualifies for McKinney-Vento Services

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Students Who are Homeless** for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the principal or assistant principal at your child's campus. If you have any difficulty making that request through the campus administration, please contact the Lewisville ISD Chief Executive Director of Special Education at 469-713-5203.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the principal or assistant principal at your child's campus. If you have any difficulty making that request through the campus administration, please contact the Lewisville ISD Chief Executive Director of Special Education at 469-713-5203.

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

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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

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

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** for more information.]

Section II: Other Important Information for Parents and Students

Topics in this section of the Student 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 organized in alphabetical order to serve as a quick-reference when you or your child have a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your campus principal or assistant 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 the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are addressed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Between Ages 6 and 18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student 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/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's

presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Compulsory Attendance - Exemptions

All Grade Levels

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 U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- An absence resulting from a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, if the student or the student's parent or guardian provides a certification from a physician licensed to practice medicine in this state specifying the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

- 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 this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.
- An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.
- Absences of up to two days in a school year will also be considered an exemption for a student serving as:
 - An election clerk, if the student makes up any work missed.

- An early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.
- One absence in a school year will be excused for the purpose of obtaining a learner or driver’s license if the student is at least 15 years of age and provides official documentation of the visit to the school

Compulsory Attendance - Failure to Comply

All Grade Levels

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.

Students with Disabilities

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 18

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

Campus administrators serve as truancy prevention facilitators. If you have questions about your child and the effect of his or her absences from school, please contact the principal or assistant principal at your child’s school.

A court of law may also impose penalties against a student's parent 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 without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL)]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal or attendance committee, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 or a final grade.

The student or parent may appeal the committee's decision by following policy FNG(LOCAL).

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

Official Attendance-Taking Time (All Grade Levels)

Official attendance for students attending in-person will be taken at a specified time each day.

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

Documentation Before and After an Absence (All Grade Levels)

Planned absences for reasons other than a scheduled health care appointment or illness, should be communicated with the campus in advance to determine if they will be excused. Please contact your child's attendance clerk for assistance.

When a student is absent from school, the student—upon arrival or return to school—must bring a note from a health care provider or a signed note from the parent that describes the reason for the absence. Alternately, the parent may email the reason for the absence and any medical documentation to the student's attendance clerk. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. Failure to provide a note within 3 school days following an absence may result in the absence being unexcused.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

You are encouraged to provide a doctor's note to excuse your child's absence anytime he/she misses school for illness or an appointment. If the student was only absent part of the school day for an appointment with a health care provider, **providing this note within 3 days means the partial day missed will not count as an absence.**

The district will accept parent notes to excuse an illness, personal, or pre-approved absence for up to 10 full or partial day absences during the school year. Fewer than 10 parent requested absences may be excused if the student is in danger of loss of credit at the time of the request. Any additional absences will require a note from a health care provider or documentation of an absence exempt from compulsory attendance, in order to be excused.

Current information about attendance expectations related to COVID-19 can be found on our Back to School FAQs at <https://www.lisd.net/Page/26252>.

Unexcused absences are considered truancy and the grade for makeup work after an unexcused absence shall be zero. [See EIA Local]

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Perfect Attendance (All Grade Levels)

Each campus will determine recognition related to perfect attendance. Contact the principal at your child's campus for more information.

Doctor's Note after an Absence for Illness (All Grade Levels)

Upon returning 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. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

Driver License Attendance Verification (Grades 9-12)

A verification of enrollment (VOE) required for submission to DPS for a driver license application can be obtained from the student's attendance clerk during school hours. A request for a VOE should be made at least 10 days in advance. In order to receive a verification of enrollment (VOE) to provide to DPS during the school year or during the summer, the following requirements must be met:

- The student must be currently enrolled at the campus
- The student must have passed all courses in the most recently completed semester (9-week period)
- The student must NOT have been in loss of credit for the most recently completed semester (9-week period) OR must have had credit restored by the principal's designee or the attendance committee

If a student did NOT pass all courses, a VOE can still be given if the student was in attendance at least 90% for the failed course/s.

The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf> and your child's attendance clerk also has a copy available to provide your child.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability Under State and Federal Law (All Grade Levels)

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

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

This information can be found on the district's website at <https://www.lisd.net/Domain/4518>. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test (High School)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Tests are scheduled at each high school campus during the school year. Please contact your student's high school counselor for information about this opportunity.

Awards and Honors (All Grade Levels)

Awards and honors vary by grade level and campus. The principal or assistant principal at your child's campus can provide more information.

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student or adult may anonymously report an alleged incident of bullying by <https://asp.schoolmessenger.com/lewisville/quicktip/>.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers programs in the following areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Video Technology, and Communication
- Business, Marketing, and Finance
- Education and Training
- Energy
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Service
- Manufacturing
- Science, Technology, Engineering, and Math
- Transportation, Distribution, and Logistics

Admission to these programs is based on open enrollment and availability. It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

[See **Food Allergies**.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://www.lisd.net/Domain/118>.

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Warning Signs of Trafficking (All Grade Levels)

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online. Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);

- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child

available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).] Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

Please see policy EIC (LOCAL) for information on class rank, the weighted grade system, GPA calculation, valedictorian, salutatorian, highest-ranking graduate, and other local honor designations.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent and/or, in some cases, the top 25 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 distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 or the equivalent on the SAT

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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 or enrollment, or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Collin College and North Central Texas College which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to keep your phone number and email address current in Skyward Family Access or notify your child's school if you need help updating this information.

[See **Safety** for information regarding contact with parents during an emergency situation.]

Non-emergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or campus administrator. Unresolved concerns should first be addressed to the campus assistant principal or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be obtained at <https://www.lisd.net/Domain/5120>.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has

disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

The Student Code of Conduct and all expectations for behavior and possible consequences apply whether the student is participating through in-person, remote, or virtual learning.

Each campus assigns discipline responsibilities to assistant principals or other designated campus administrators who by law can apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus administrator who has responsibility for student discipline is available at each campus website under Administration, accessible from this link: <https://www.lisd.net/domain/5342>.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students. The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school 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 year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should follow campus procedures. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

A minor student may be seen by a school health or mental health professional (e.g., school nurse, counselor, special education counselor, licensed specialist in school psychology, psychology intern) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents should also be advised that district licensed specialists in school psychology routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent for, such involvement in student support.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** .]

Course Credit

Courses Taken by Students in Grades 9-12

A student may receive full credit for a 1.0 credit course if ONE of the standards below is met:

- The student passes both terms of the course with a 70 or above in each 9-week period.

- The student fails the first term of the course but has a sufficient score on the second term resulting in a grade of 70 or higher when averaged with the first term.
- The student passes the first term and scores 65 or above on the second term. If the two term grades averaged together result in a grade of 70 or higher, the student will receive full credit for the course. If the student scores below a 65 on the second term, the second term must be repeated and passed regardless of the student’s grade in the first term.

Students are not allowed to average the following for full credit:

- Summer school courses with grades earned during the school year
- Credit recovery courses with grades earned during the school year
- A&B semester grades cannot be averaged for the following: CBE/CBA grades, summer school courses, or credit recovery courses.

Please see the district’s High School Course Description Guide and other academic planning resources at <https://www.lisd.net/Page/16794>.

Course Credit (High school courses taken during middle school)

- To receive credit for high school courses taken at the middle school level, a student must successfully complete the entire course. Students may grade average for full credit IF the second half of the course is 65 or higher.
- Languages other than English: LISD offers Spanish in middle school for high school credit. These courses will count toward graduation credit but do not currently count in high school GPA or RIC. The only exception to this is Spanish IV AP, which WILL COUNT in GPA starting with the class of 2024.
- Other high school courses taken in middle school: High school courses taken during middle school by students who have met middle school course prerequisites in mathematics, science, social studies, and English will receive high school credit but will not count in high school GPA or RIC.

Please see the district’s Middle School Course Description Guide and other academic planning resources at <https://www.lisd.net/Page/16794>.

Credit by Examination - If a Student Has Taken the Course / Subject (Grades 6-12)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees 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, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration - If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the current school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Evidence of completion of kindergarten in an accredited public, private or parochial school outside of the district must be provided. Contact the campus principal at your child's campus for any questions about kindergarten acceleration.

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics,

science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in an environment free from dating violence, discrimination, harassment, and retaliation. 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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at <https://www.lisd.net/domain/9365>. [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. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. 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, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, 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.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may also be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

Investigation of Report

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

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

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

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

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

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

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time.

See Lunch Delivery for specific information about delivery of lunches to students during the school day.

Discrimination

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

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state 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.

Distance Learning

All Grade Levels

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

Information about the distance learning opportunities that the district makes available to district students through the Virtual Learning Academy can be found at <https://www.lisd.net/vla>.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit

in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery. Contact your campus counselor for more information.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state 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 TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations.**] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by district administration, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus counselor.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

Non-school Materials

From Students

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

See the campus principal for designated time, place, and manner restrictions for distribution of non-school literature from students. [See policy FNAA]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the LISD Communications Department for prior review. The Chief Communications Officer 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 or GF]

Contact the LISD Communications Department for designated time, place, and manner restrictions for distribution of non-school literature from community members as the 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 non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The District's dress code is a reflection of school and community expectations and standards for students and plays an important role in creating an effective, safe, and nurturing learning environment that is free from disruptions. As such, the District's dress code is intended to establish respect and positive impressions, and to encourage success beyond the school environment. 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 *LISD Dress Code: Administrative Rules* may be found in Appendix III of this document.

If the principal or other campus administrator determines that a student's grooming or clothing violates the district's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

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

Please see the district's Acceptable Use Policy (AUP) at <https://www.lisd.net/Page/13096>.

The district permits students to possess personal cell phones for safety purposes or specific instructional activities; however, these devices must remain turned off during the instructional times or as otherwise directed by campus and classroom rules, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials**]

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

If a student uses a telecommunications device without authorization or inappropriately during the school day, the device will be confiscated. The parent may pick up the confiscated device from the principal's office. Confiscated devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF] Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

LISD is excited about the learning opportunities available through Bring Your Own Technology. It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Students are permitted to use devices during non- instructional times, such as passing periods, lunch and before/after school at the discretion of campus administration and in accordance with district and campus rules and expectations. Devices include, but are not limited to, the following: notebooks, smart phones, smart watches, iPhones, iPads, iPods, mp3 players and eReaders. All devices should be clearly labeled with the student's full name. Students are responsible for personal property brought to school and should keep personal items secured on their person or in a locked space. Devices should be charged prior to bringing them to school. In the event the technology is used inappropriately, disciplinary consequences may occur.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students.

- LISD will continue to assign learning devices to individual students in grades PK-3 for the current school year. The devices will remain on campus unless specific permission is given by campus administration allowing the student to bring the device home. Parents will be required to consent to having devices be sent home. This consent will be initiated by the student's teacher.
- Students in grades 4th-12th will have the opportunity to participate LISD's 1:X iPad Program. There is an option to pay for [iPad insurance](#) which provides coverage for loss, theft, and accidental damage. The annual fee is \$30 or \$15 for students eligible for the National School Lunch and Child Nutrition Program. There will also be an option to participate in the 1:X program [without iPad insurance](#). In this case, there will be no coverage for loss, theft, and accidental damage. If a repair or replacement of the iPad and case/keyboard is needed, the actual cost of the repair or replacement up to \$450 will be charged.

Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to acknowledge access to the district's Acceptable Use Policy (AUP) and other guidelines regarding use of these district resources as part of the back to school forms in Skyward. Hard copies are also available by request from your child's school. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Please see the district's Acceptable Use Policy (AUP) at <https://www.lisd.net/Page/13096>.

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

[See **Graduation and Standardized Testing**]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the advance approval of the activity's coach or sponsor. [See **Transportation**]

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 inter-district 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. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives at the end of a grading period, a grade below 70 in any academic class, may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives special education services and 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 but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 6 absences for post-district competition prior to state, and a maximum of 6 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, cheer, 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 board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

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 health and 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 require 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. [See **Buses and Other School Vehicles**]
- 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 or has not been awarded a final grade because of absences and whose parent chooses the program 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.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- Admission fees to extracurricular activities
- Fees for devices in the district's 1:X or other electronic device program

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 administrator. [For further information, see policy FP]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. Please contact the campus principal for approval. [For further information, see policies FJ and GE]

Gang-Free Zones (All Grade Levels)

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 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment (All Grade Levels)

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

Grade-Level Classification (Grades 9–12 Only)

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

Freshman (9) 0 to 5.5 credits	Junior (11) 12-17.5 credits
Sophomore (10) 6-11.5 credits	Senior (12) 18+ credits

Students will be reclassified at the end of each term (January & June) if warranted due to graduation status or state testing requirements. 3-year grads will be reclassified when they reach 18 state credits.

Grading Guidelines (All Grade Levels)

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

Grading guidelines for dual credit courses may be different from campus or district grading guidelines. More information is available from the student’s dual credit instructor.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) or opt out in writing.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** for more information]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript.

Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to

be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). [Describe resources your district provides to help students complete and submit the FAFSA or TASFA here.] A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause. Please contact the school counselor for more information.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in

class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent, will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. Notice of any such amendment made by the student will be available to view in Skyward Family Access.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing.

For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through graduation, and the student will not be allowed to participate in commencement exercises and related graduation activities. Additionally, graduating seniors who are suspended from school (OSS) on the last scheduled day of school for seniors, will also not be allowed to participate in commencement exercises and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the *Student Code of Conduct*. For student speakers at other school events, see **Student Speakers**.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the 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. [See **Fees**]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

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

Hazing (All Grade Levels)

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** policies FFI and FNCC]

Health - Physical and Mental (All Grade Levels)

Bacterial Meningitis

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

Please see information on the district's website at <https://www.lisd.net/Page/1775>.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** for more information.]

Asthma and Severe Allergic Reactions

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.

See also **Food Allergies**.

Diabetes

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) for more information.]

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

The district's management plan which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, the student will be referred to 504 and an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.lisd.net/Domain/136>.

[See policy FFAF and **Celebrations**.]

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse or found on the Health Services website: <https://www.lisd.net/Page/1775>.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Current information about reporting COVID-19 exposure and positive cases can be found on our Back to School FAQs at <https://www.lisd.net/Page/26252>. Please contact your campus nurse or administrator with specific questions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

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 [Affidavit Request for Exemption from Immunization](#). 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.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. 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. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or 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 lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment. After the student has undergone one treatment, the parent should check in with the school nurse prior to the student returning to class.

Notice will also be provided to parents of elementary school students in the affected classroom

The school nurse has educational materials and resources that assist in treating head lice and more information can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Medicine at School

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees 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. **Note:** Insect repellent is considered a nonprescription medication.
- 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.

Students in the secondary schools shall be permitted to carry their prescription and over-the-counter medication so long as the medication is NOT a controlled substance, e.g., Ritalin or Adderall. Controlled substances shall be kept in a locked cabinet in the nurse's office. In order for a student to carry his or her own medication, the following conditions shall be met:

1. The medication shall be in the original container and, in the case of prescription medication, shall have the student's name on the container. Each medication shall have its own container.
2. The student shall carry written permission from the parent or guardian to take the medication, as well as instructions on how and when the medication should be taken.

Sharing any prescription or over the counter medication or supplements with another student is a violation of the Student Code of Conduct and may also be a violation of state law subject to criminal charges.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at all levels, a student may possess and apply sunscreen when necessary. If the student will need assistance applying, please contact the school nurse to develop a plan.

School staff will not dispense or administer CBD products, even if requested by a medical professional.

Mental Health Support

The district has implemented programs to address the following mental health, behavioral health,

and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making; • Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

LISD utilizes evidence-based curricula in grades PK-12 to support social and emotional growth including: Early Mental Health Intervention, Drug and Alcohol Prevention, Trauma Informed Care, Bullying, Sexting, and Healthy Relationships. If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact your campus counselor or the district Executive Director of Counseling and Social Work for further information.

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 psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior. 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. [See policy FFEb for more information.] For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** or board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will 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 each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Physical Education Coordinator to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first year of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

The district may elect in future years to require this certification annually for all students participating in these activities.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination. See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early

stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact your campus nurse or the district Director of Health Services.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings

Children in Pre-kindergarten, kindergarten, first, third, fifth, and seventh grades are required under state law to be screened for vision and hearing deficiencies. Students are also required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

Students new to the district are also required by state law to undergo vision and hearing screening within the first 120 days of enrollment.

[See policy FFAA.]

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see **A Student with Physical or Mental Impairments Protected under Section 504.**

Steroids (Secondary Grade Levels Only)

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

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

Tobacco and E-Cigarettes Prohibited

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school

property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures (All Grade Levels and All Others on School Property)

Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- Your school nurse or school counselor - contact information can be found on each campus' website <https://www.lisd.net/domain/5342>
- The local public health authority Denton County Public Health Department which may be contacted at <https://dentoncounty.gov/Departments/Health-Services/Denton-County-Public-Health.aspx>
- The local mental health authority Denton County MHMR which may be contacted at <http://www.dentonmhmr.org/>.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://www.lisd.net/domain/9365>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health and can be found at <http://lisd.net/schools>. The district has developed administrative procedures as necessary to implement the above policies and plans. Please contact the district Director of Health Services or the Executive Director of Counseling and Social Work for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Director of Health Services.

Student Wellness Policy / Wellness Plan

Lewisville ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Director of Health Services with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Please contact your child's campus for more information on homework expectations and procedures.

Illness

[See **Student Illness** under **Health-Related Matters**.]

Law Enforcement Agencies (All Grade Levels)

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, including without parental consent, 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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.

- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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 from a juvenile court 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 or designee 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 taken into custody, 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 thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, for elementary students the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required. For middle school students returning the same day, they may check themselves into the office with a parent note or note from a health care provider. **Parents checking students out of school early may be asked to wait for their child outside or in their car.**
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through his or her attendance clerk and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required. **Parents checking students out of school early may be asked to wait for their child outside or in their car.**
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.
- Parents of students in middle and high school have the option to send a note requesting early release at a specific time for their child to deliver to the attendance clerk before school starts. The attendance clerk can provide the student an advanced pass for early release from class prior to the parent pick up time.

During Lunch

Students are not allowed to leave campus during lunch. All LISD schools are considered closed campuses.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal or other campus administrator.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A “lost and found” collection area is located on each campus. If your child has lost an item, please encourage him or her to check the lost and found area. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items periodically.

Lunch Delivery

Lewisville ISD and Aramark partner to ensure that no student is denied an opportunity to eat lunch, even if the student forgets lunch or has no money on his/her account. Delivery of food at school should be for emergencies and special circumstances only. Each campus reserves the right to place additional restrictions on food deliveries. The district and/or individual campuses may place restrictions on the delivery of food during the year, including disallowing all deliveries as a safety measure.

Secondary Schools

Food deliveries from a restaurant or delivery service for students are not permitted under any circumstances. If the district/campus allows lunch deliveries, they may only be made by a student’s parent/guardian unless the parent/guardian has given approval for another designated adult to make a lunch delivery on a specified date and time. Food deliveries must be secured and labeled with the student’s name and grade level. Students will not be called out of class for deliveries, and the campus will not be responsible for lost, stolen, or misplaced deliveries. Student pick-up of delivered items can only happen before/after school and during passing periods. Lunch deliveries should be made prior to the start of the lunch periods so that students can retrieve food during the passing period. Lunch deliveries will not be accepted during STAAR, TELPAS, EOC, AP, or other testing days.

Elementary Schools

Food deliveries from a restaurant or delivery service for students are not permitted under any circumstances. If the district/campus allows lunch deliveries, they may only be made by a student’s parent/guardian unless the parent/guardian has given approval for another designated adult to make a lunch delivery on a specified date and time. Food deliveries must be secured and labeled with the student’s name and grade level. Please make sure that any lunch deliveries happen as early in the day as possible so that the office has time to ensure the student is able to access their lunch in time to eat in the cafeteria. Lunch deliveries will not be accepted during STAAR, TELPAS, or other testing days.

Makeup Work (All Grade Levels)

Makeup Work Because of Excused Absence

Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade.**]

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 and in accordance with district and campus grading guidelines. 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.

While it might not be possible to obtain makeup work in advance, a student/parent is encouraged to speak with his or her teacher if the student/parent knows of an absence ahead of time. This includes absences for extracurricular activities. When applicable, the teacher and student may coordinate the timeline for completion and the activities required.

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

The grade for makeup work after an unexcused absence shall be zero.

DAEP Makeup Work

Elementary and Middle School Grade Levels

An elementary and/or middle school 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, all courses required for promotion to the next grade.

Grades 9–12

A high school 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, another distance learning option, 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 (ISS) and Out of School Suspension (OSS) Makeup Work

Students assigned to In-School Suspension (ISS) are considered present as if they were in their regularly assigned classes and school work is to be completed as such. Students suspended from school (OSS) are considered absent and subject to the makeup work provisions above.

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

[See policy FO(LEGAL).]

Nondiscrimination Statement (All Grade Levels)

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

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

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II. The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Jeff Kajs

Chief Executive Director Student Support Services

1565-C W. Main Street, Lewisville, TX 75067

469-948-2004

kajsj@lisd.net

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability:

Dr. Kathy Talbert

Chief Executive Director of Special Education

1565 W. Main Street, Lewisville, TX 75067

469-713-5203

talbertk@lisd.net

For all other concerns regarding discrimination, see the superintendent:

Dr. Kevin Rogers

Superintendent

1565 W. Main Street, Lewisville, TX 75067

469-713-5200

superintendent@lisd.net

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

Nontraditional Academic Programs (All Grade Levels)

LISD does offer non-traditional academic programs designed to reduce drop-outs and ensure all students can successfully complete a high school diploma. For more information, please contact your campus counselor.

Parent and Family Engagement (All Grade Levels)

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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school 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. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact your school.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. . [See policies at BE and BED for more information.] The dates, location, and agenda for all meetings of the Board of Trustees can be found at <https://www.lisd.net/domain/9365>. Unless otherwise noted, all Board meetings are held at 1565 W. Main Street, Lewisville, TX. Meeting agendas are available online and at this location no later than 72 hours before each meeting.

Parking and Parking Permits (High School Levels Only)

A student must present a valid driver’s license and proof of insurance to be eligible for a parking permit. Students must request a parking permit and pay a fee of \$5.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Student expectations:

- Parking during school hours is only with a district issued parking pass which must be

displayed on the vehicle

- Follow all posted driving/parking guidance
- Maintain a safe speed and drive in a safe manner
- Park only in designated student parking spaces
- Reserved parking may only be used as directed by school officials
- No parking in the fire lane or in any way that may block other vehicles
- Students may not return to their vehicles during the school day without permission from a school official

Violations of parking expectations may result in loss of parking privileges or other consequences in the Student Code of Conduct. [Also see **Searches, Trained Dogs, and Vehicles on Campus**]

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. 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. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

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

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to 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.

Elementary and Middle Grade Levels

In grades K-8, promotion is based on LISD School Board Policy EIE (LOCAL).

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, intensive, and/or accelerated services. [See policy EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see policy EHBE and EKBA] to demonstrate mastery of the curriculum.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

In addition to the factors in law that must be considered for promotion, 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.

Promotion from grade 1 to grade 2 shall be based on mastery of the grade 1 grade-level standards (essential knowledge and skills), as demonstrated through skills observed/assessed by the teacher, individual student work, and portfolios/collections of each student's work.

In grades 2–5, 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 and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in mathematics and in language arts, and a grade of 70 or above in either social studies or science.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing**]

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

A personal graduation plan (PGP) will be prepared through the RtI process for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year

following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For additional information, see the policy EIF(LEGAL) or contact campus administration. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans**]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will advance a grade level based on the number of course credits earned. [See **Grade Level Classification**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing** for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus**]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards / Progress Reports and Conferences (All Grade Levels)

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

At the end of the first three weeks parents will receive a progress report if their child's performance in any course/subject area 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. [See **Working Together** for how to schedule a conference.]

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) and **Grading Guidelines**.]

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 promptly returned. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

Parents may monitor student grades at any time in the Skyward Family Access account.

Retaliation

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles 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 is expected to:

- Avoid conduct that is likely to put the student or others 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, campus or district administrators, 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. Any student, parent, or community member may make anonymous reports about safety concerns at <https://asp.schoolmessenger.com/lewisville/quickt看ip/>
- 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.

Student IDs

Students must wear their school issued identification (ID) cards at all times at all district middle and high school campuses and career centers. Some elementary schools may also require students to wear IDs. Failure to wear an ID when required may result in disciplinary action in accordance with the Student Code of Conduct. Lost student IDs must be replaced at student/parent expense.

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. Information is available in the office at your child's school or at <https://www.lisd.net/domain/6541>.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about their students medical conditions including life threatening allergies. Parents should keep emergency contact information current and update any changes to a student's medical condition in Skyward or by contacting the school nurse.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: district website, district and campus social media, local news stations, and/or Skylert Messaging.

[See **Communications-Automated, Emergency** for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle and High School Grade Levels)

Staffing and scheduling of courses is based on student course selection each year. Once student schedules are created, a change may not be possible. Concerns about a student's schedule may be discussed with a campus counselor or administrator.

School Facilities (All Grade Levels)

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated Asbestos Coordinator at (469)948-7820.

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.

Food and Nutrition

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

The Texas Department of Agriculture (TDA) issued guidance that allows schools to offer meals to all students at no cost for the 2021-2022 school year. While an application is not required for free meals this year, LISD will process Free and Reduced Program applications to determine student status which may provide benefits beyond free meals. The Free and Reduced Program application also helps verify P-EBT benefits. Applying now will also ensure you continue to receive these benefits for the first 30 days of the next school year.

See <http://www.school lunchapp.com/> to apply for free or reduced-price meal services and possible additional benefits or contact any counselor or administrator at your child's campus for assistance.

Library

The school library is a place to collaborate, learn, and explore interests. Library hours and opportunity for student access are set by each campus. In addition to print books, all students also have access to the district eBook/audiobook collection and other online resources they can use anywhere, anytime. Some of the libraries offer makerspaces, robotics and 3D printing. The school librarian is a certified teacher and technology consultant ready to help with school assignments or personal projects.

Meetings of Non-Curriculum Related Groups (Secondary Grade Levels Only)

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

Pest Management Plan

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Integrated Pest Management coordinator at (469)948-7820.

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

After school dismissal in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus administrator. [See policies at CO and FFA.]

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide written permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches (All Grade Levels)

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students and visitors to fixed or portable metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources for more information.]

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Vehicles on Campus (High School)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the *LISD Student Code of Conduct*.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses to cooperate, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement and the student will lose the privilege to drive or park a vehicle on all district property for at least one calendar year. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Drug Testing (Secondary Grade Levels Only)

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

Sexual Harassment

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

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.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Special Programs (All Grade Levels)

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

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT / ACT

(Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

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

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student’s individualized education plan (IEP). [See **Promotion and Retention** for additional information.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student’s ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be

required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** for additional information.]

Students in Foster Care (All Grade Levels)

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

If you have any questions, please contact your campus counselor. You may also contact the Executive Director of Counseling and Social Work, who has been designated as the district's foster care liaison, at (972)350-4768.

[See **Students in the Conservatorship of the State** for more information.]

Students Who are Homeless or those Eligible for McKinney-Vento Services (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may assist you and your family.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

State law requires each school, except for a school within a district that has an enrollment of fewer than 3,000 students and is primarily located in a county with a population of less than 50,000, to post on the school's website information regarding local programs and services available to assist students who are homeless. More information can be found at the following website <https://www.lisd.net/domain/10634>.

For more information on services for homeless students, contact a counselor at your child's campus or the district's homeless education liaison, the Executive Director of Counseling and Social Work, at 972-350-4768.

Student Speakers (All Grade Levels)

The district provides students the opportunity to speak at designated school events. If a student meets the eligibility criteria and wishes to speak at a designated event, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speakers at graduation ceremonies.]

Summer School

See the summer school handbook at: <https://www.lisd.net/domain/5964>.

Tardies (All Grade Levels)

Students are expected to be on time to class. Tardies are subject to campus discipline. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. In addition, unexcused tardies can result in a truancy court filing.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any 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.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

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 the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The district provides the opportunity for parents to request that their child attend a school other than the one designated for their address. Requests may only be made during specified periods and approval is subject to the criteria specified in Board Policy. Parents and students can find more information about transfer options and guidelines at <https://www.lisd.net/transfers>.

The principal is authorized to transfer a student from one classroom to another. Transfers to a campus other than the student's assigned campus must follow the procedures outlined in FDB/FDA(LOCAL) as well as transfer administrative guidelines. Questions about intra and interdistrict transfers should be directed to the Executive Director of Student Services at 469-713-5206.

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** for more information.]

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 stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. To locate the bus stop your child should use, please use the bus locator at:

<https://www.infofinder.com/ifi/?cid=NACLI3Y8SZXL6V&ppid=FORD41815>.

For those students who live in areas designated as having possible hazardous conditions when traveling to and from school independently, the district will provide transportation. 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. Please contact LISD's contracted transportation provider, Texas Central School Bus, at <https://www.lisd.net/Domain/160> for additional information.

All students using district transportation must have a signed Bus Rider Contract, found at <https://www.lisd.net/Page/15211>.

Transportation is not provided for students assigned to DAEP.

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

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Fasten their seat belts, if available
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Not extend any body part, clothing, or other article outside of the transportation
- Keep hands, feet, other body parts, or objects to yourself
- Refrain from making loud or distracting noises
- Not obstruct the driver's view
- Not throw objects inside the transportation or out of the windows or doors
- Not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment
- Utilize authorized routes only

Misconduct will be subject to discipline in accordance with the Student Code of Conduct and the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

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 (All Grade Levels)

For safety purposes, video and audio recording equipment is 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 and audio recordings routinely and document student misconduct which will be subject to discipline in accordance with the Student Code of Conduct.

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

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Please see **Appendix VI** for campus visitor procedures.

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the *Student Code of Conduct*.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day and College Fairs

The district offers opportunities for representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students

Volunteers

We appreciate the efforts of parent, grandparent, and community volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact your child's campus principal or assistant principal for more information and to complete an application visit <http://lewisvilleisd.voly.org>.

LISD requires all volunteers in our schools to complete a background check and has moved to an every year background check process. All volunteer background checks expired on 6/30/2021 and each volunteer will need to submit their information again in order to have a current background check with the district. Approval will come via email and can take up to two weeks.

Approved volunteers will still need to provide their driver's license for scanning into our Raptor visitor management system each time they visit.

Voter Registration (High School)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

A student under age 18 may be withdrawn from school only by a parent or legal guardian with that right. The school requests notice from the parent or guardian at least three days in advance so that records and documents may be prepared. The parent or guardian may obtain a withdrawal form from the school's office. The campus registrar will provide guidance for all withdrawal steps. Please contact the registrar by phone or email to initiate this process.

<https://www.lisd.net/registrars>.

A student who is age 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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 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 or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which 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 stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. 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 districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school 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.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required 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, along with providing assistance with other student and employee wellness issues.

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.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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 STAAR EOC assessments 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 a classroom, campus, or district vehicle. 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.

TAC stands for the Texas Administrative Code.

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.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for 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.

Appendix I: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/384?filter=FFI>.

Below is the text of LISD’s policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying Policy FFI(LOCAL) adopted on 11/11/2017

Lewisville ISD
061902

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

DATE ISSUED: 11/11/2017
UPDATE 109
FFI(LOCAL)-A

1 of 3

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if <u>necessary</u> to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
Transfers	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
Counseling	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Appendix II: Pre-Planned Absence Form



Planned Pre-approved Absence Request

Being present each day is important to student learning. We understand that sometimes absences are unavoidable and when making a request for a planned absence, please consider that absent students miss experiences and instruction that cannot be fully recaptured. The district will accept parent notes to excuse an illness, personal, or pre-approved absence for no more than 10 full or partial day absences during the school year. Any additional absences will require a note from a health care provider or documentation of an absence exempt from compulsory attendance, in order to be excused.

Unless the absence is for illness (within the guidelines above) or a medical appointment, pre-approval by the campus principal is required to ensure the absences will be excused. The following will be considered for approval: the above guidelines, total absences including those excused with a doctor's note, grades, academic progress, and any extenuating circumstances. A student must be in attendance at least 90% of the time to earn credit in a class. Absences will NOT be approved during state mandated assessments.

If an absence is unexcused, the student will earn a zero for any assignments or assessments missed.

LISD grading guidelines allow one day for each excused day absent to make up work unless other prior arrangements are approved by the teacher. Students may talk with teachers in advance of their absence about work that will be missed, but teachers are not required to provide the work until the student returns.

The parent or student should bring the completed form to the campus attendance clerk at least one week in advance.

Student: _____ **I.D.#:** _____ **Teacher/ Grade:** _____



Date requested absence/s:	Reason:
Day 1 _____	Day 1 _____
Day 2 _____	Day 2 _____
Day 3 _____	Day 3 _____
Day 4 _____	Day 4 _____
Day 5 _____	Day 5 _____
Day 6 _____	Day 6 _____

Parent Signature: _____ **Date:** _____

Campus Use Only

Total absences to date this school year: _____ **Total absences excused with parent note:** _____

Excused dates: _____ **Unexcused dates:** _____

Reason (if not excused): _____

Principal Signature: _____ **Date:** _____

Appendix III: LISD Dress Code Administrative Rules

LISD Dress Code Administrative Rules

The following guidelines are established as a point of reference for parents, students and administrators in regards to dress. All students must be clean and neatly groomed. The administration reserves the right to determine any inappropriate dress that it feels is disruptive to the school environment.

- Hair, by color or design, may not create a distraction to the learning environment. Hair should be primarily a natural color. Non-natural accents such as dye streaks or color strips may be permitted, but may not cover more than 25% of the hair.
- Students may **not** wear the following: tongue rings, lip rings, eyebrow rings, ear gauges, spacers, facial jewelry such as hoops or rings, or facial decorations. Students may, however, wear one small nose stud.
- Caps, hats, sweatbands, bandannas, hair rollers, hair curlers, and other similar hair grooming items, shall not be worn by male or female students in the school building.
- Students may not wear clothing that advertises by name or symbol any products that are not permitted in schools, including, but not limited to the following: **drugs, alcohol, profanity or suggestive slogans, tobacco, obscenity, violence or gangs.**
- Students may wear long pants of appropriate length or shorts or skirts of appropriate length, at or about mid-thigh or longer, at the natural waistline.
- Clothing which, in the opinion of the professional staff, would be deemed inappropriate or offensive for school in general, shall not be allowed, including, but not limited to the following: trench coats, mini-skirts, halter or tube tops, split sides, midriffs, bare shoulder tops, see-through clothing, fishnet tops, or spandex shorts.
- Yoga pants, leggings and jeggings may be worn if the shirt drapes to mid-thigh in both front and back.
- All students must wear appropriate, non-visible undergarments.
- Students are required to wear shoes appropriate for the school setting. Flip flops are not appropriate for elementary students.
- Sleepwear, such as pajamas, house shoes, slippers, etc. are not permitted at school. Exceptions may be made based on spirit days.
- Tattoos must not be visible during the school day.

Appendix IV: Campus Visitor Guidelines

Lewisville ISD CAMPUS VISITORS GUIDELINES

Parents are encouraged to visit and be involved at LISD schools. The safety of our students is of utmost importance. All visitors, including parents, are required to report to the main office to sign in. All visitors must present a current driver's license, passport, or government issued photo ID to obtain a visitor's pass. LISD schools utilize RAPTOR visitor sign-in system which works with the National Sex Offender Registry. All visitors should be prepared to present their photo ID at each visit. Visit duration and the number of visitors at one time may be limited for safety reasons.

All visitors must wear the pass provided by the front office for the duration of their visit.

Lewisville ISD employees must wear their district badge the entire time present at LISD campuses and other buildings.

Current secondary (Gr 6-12) students who are visiting another campus as part of a school function or activity, must present and wear a school ID but are not required to be scanned for RAPTOR.

Parent's Classroom Visitation Guidelines

LISD wants parents/guardians to feel welcome in our school and witness the engaging activities taking place in our classrooms. If you choose to visit your child's classroom during the school day, the following procedures will apply:

- Campus administration and the teacher must be notified of the request at least 24 hours in advance and approve the timeframe in which a parent intends to visit their child's classroom.
- Parents must sign in through the main office and present a current ID. No person, other than the student's parent/guardian will be allowed to visit the classroom without the parent/guardian's written permission or the parent/guardian being present.
- Classroom visits or observations are limited to two, 45-minute visits per eighteen weeks.
- Classroom visits or observations will be permitted as long as their duration and/or frequency does not interfere with the delivery of instruction or disrupt the normal school environment as determined by the principal.
- This policy does not apply to those who, by law, are permitted to visit with children during the school day.

Lunch with Students

- Parents/guardians are welcome to eat lunch with their child/ren. Parents may bring lunch for their child/ren and themselves or purchase in the cafeteria.
- Parents may not bring food or drink for students other than their own child.
- During STAAR or other testing day parents/guardians **may not** have lunch at school with their child/ren. No lunch deliveries or visitors will be allowed during testing.
- Relatives of students are welcome for lunch when accompanied by the parent/guardian or with prior written parent permission for each visit.
- Parents should sit with their child in a designated area. Other students will not be permitted to eat in the designated visitor area without their own parents.

Non-family visitors who have a legitimate interest to visit students during lunch must:

- Provide written permission from the parent of the student/s at least 24 hours prior to each visit. Non-family visitors may only sit and visit with students for whom they have received parental permission.
- Sign in through the main office and present a current ID for the RAPTOR system to receive a visitor's pass.

- Abide by any other parameters for these visits as determined by the campus administration based on factors such as the nature of recurring visits, pre-planning, and the number of students.

Elementary Campus Playgrounds

- Only school employees and elementary students are allowed on the playground during bus arrival/dismissal time, during school hours, and during the Extended School Day program.

Volunteers

Volunteers must complete a criminal background check and a Voly application. This can be completed at <https://www.lisd.net/Domain/195>. This may take a minimum of 2 weeks to process. Volunteers must reapply every year.

Videotapes and Recordings - Education Code 26.009 (See EHA, EHBAF, FM, and FO)

- A district employee must obtain the written consent of a child’s parent before the employee may make or authorize the making of a videotape of a child or record or authorize the recording of a child’s voice (FL Legal). If someone is allowed to videotape and/or record without permission, it is considered authorizing the making of a videotape or recording. **Exceptions**
- A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
- The purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
- A purpose related to a co-curricular or extracurricular activity;
- A purpose related to regular classroom instruction;
- Media coverage of the school

District Raptor FAQ’s

How does the system work?

Visitors present a valid state or government issued photo identification card to the school’s receptionist. This ID is scanned into the V-Soft system and the personal information from the ID is cross-referenced against names of registered sexual offenders (RSO) in a database maintained by RAPTOR Technologies, Inc. Within moments, the receptionist will know if the visitor is an RSO. If this is the case, then guidelines are in place to positively engage the visitor and consider the validity of the request to visit the school. If this is not the case, then the V-Soft system will print out a visitor’s pass which includes the person’s name, photo, date of visit, and destination within the building.

What types of identification are acceptable to be used in the V-Soft system?

The following IDs are known to work within the system: Texas Driver License; State ID Card;

Concealed Handgun License; Military ID; Government ID; Mexico Driver License; Mexico Consulate ID; Canada Driver License; and, Alien Registration Receipt Cards. This list is not meant to be exhaustive, or to exclude other forms of valid state or government issued photo identification cards. If another form of ID is presented, we will evaluate its use for the V-Soft system.

What Data is Used?

Public sex offender database information is used to screen visitors to the campus, as well as private alert data entered by the school on custody issues and restraining orders. This is NOT a background search – no other criminal information is searched or provided such as traffic tickets, warrants, felonies, etc.

Data Security

The data entered or scanned into the system is secured by GeoTrust Quick SSL. Sites secured by Quick SSL are utilizing 128-bit SSL certificates hereby offering the highest level of encryption or security possible.

Privacy Policy

The data collected is exclusively for the use of the school, school district and law enforcement only. This information is NOT sold or shared with any outside sources.

Does this replace the volunteer criminal background check?

No, RAPTOR only checks for sex offenders. The volunteer criminal background check is required every three years.

What if I don't have a district-approved photo ID; can I still get into the school?

It depends on the purpose of your visit. A campus administrator will evaluate the purpose for the visit and make a determination. If granted, the visit will be monitored and limited solely to the area where you need to go. Before entering the school, you will be asked to provide your first and last name, as well as your date of birth; this information will be manually entered into the V-Soft system and scanned against the RSO database. Assuming clearance, a visitor's pass will be issued. [LISD CAMPUS VISITOR GUIDELINES](#) | Revised February 2020

Do I have to present my photo ID each time I enter a school?

All visitors should be prepared to present their photo ID at each school visited.

What if I'm on the registered sexual offender list? Can I expect to interact with my child and work with the district in educating him/her?

Yes, assuming you do not have a court-order restricting access into the school. You will need to check in with the receptionist upon arrival. A school administrator will visit with you to confirm the purpose of your visit. After this, you should expect that your visit will be monitored in its entirety, as cited in Board policy GKC Local.

Board Policy GKC Local:

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus administrative office. This shall apply to parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of the news media, former students, and any other visitors.

Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

REGISTERED SEX OFFENDERS ON DISTRICT PREMISES

The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:

1. Parental rights;
2. Escort by District personnel;
3. Access to classrooms;
4. Drop off and release of students;
5. Eligibility to serve as volunteers; and
6. Any other relevant issues.

Unless legal documentation (i.e., a court order) prohibits a registered sex offender from being on or within a specified distance of school property, the registered sex offender shall be allowed school-related visitation, as provided by this policy.

1. To ensure student safety, school administrators shall enforce the following precautions while a registered sex offender is on
2. The sex offender must check in at the main office of the school for all visits, whether scheduled or unscheduled.
3. An administrator or designee shall escort the sex offender to and from all destinations within the building, including all common areas.
4. The sex offender shall not be allowed to act in a volunteer capacity for the school.
5. The sex offender shall only interact or communicate with his or her own child, not with other children in the school.
6. The sex offender shall remain in his or her vehicle, or shall check in at the main office, when dropping off or picking up his or her child.

If a person is identified by V-Soft as an RSO, will that person be allowed into our schools? If the system identifies a person as an RSO, administrators will immediately receive an alert message from V-Soft on their cell phone and/or e-mail. The campus administrators and SRO, if applicable, would invite the person into a private office to understand the need for the visit. If the Principal agrees to the

visit, the person would receive a visitor's pass and then must be escorted to his/her destination. The entire visit would be closely monitored.

What about after-school events that are held in the school; can a parent or legal guardian who has been previously identified through the system as a Registered Sexual Offender go to such an event? Yes, assuming they have informed the principal of the school that they will be in attendance, as cited in Board Policy GKC Local.

What if a vendor or contractor attempts to gain entrance and is found to be on the Registered Sexual Offender list; will he be given access to the school?

No. S/he will be directed to contact Purchasing and/or Human Resources for further instructions.

What about delivery trucks who deliver to the kitchen dock; will those people have to go through the V-Soft system?

No, unless they have a need to go beyond the kitchen area; then they would be escorted by kitchen staff to the front office to go through the system.