

Los Fresnos CISD

Los Fresnos High School

907 North Arroyo Blvd.

956-254-5300



Student Handbook

2011-2012

Board Presentation:

**Los Fresnos CISD Board of Trustees
2011-2012**

President	Mr. Rey Farias
Vice-President	Mrs. Sandra Garcia
Secretary	Mrs. Darlene Pederson
Asst. Secretary	Mr. Ruben Trevino
Member	Mr. Jesus Amaya
Member	Mr. Martin Castillo
Member	Mr. Leonel Garza

Superintendent of Schools

Mr. Gonzalo Salazar

Los Fresnos High School Administration

Principal	Ronnie Rodriguez
Dean of Instruction	Leticia Rodriguez
Assistant Principal	Mary Ester Alvarez
Assistant Principal	Jesus Galarza
Assistant Principal	Asael Ruvalcaba
Assistant Principal	Lazaro Moreno

Table of Contents

LFHS GENERAL INFORMATION	7
MISSION STATEMENTS	7
DISCLAIMER STATEMENT	7
PREFACE	7
Non-discrimination	8
Services for the Homeless and for Title I Participants/ Services for Students with Disabilities	8
SECTION I: STUDENT AND SCHOOL ACADEMIC INFORMATION	9
ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES	9
ADMISSIONS	9
ATTENDANCE	9
Compulsory Attendance-Annual Notice/ Exemption to Compulsory Attendance	9
Attendance for Credit-Attendance Policy	10
Attendance Highlights/ Important Attendance Items	10
Absence Classifications	11
Driver License Attendance Verification	11
ATTENDANCE & RELEASE OF STUDENTS FROM SCHOOL	11
Tardies & Late Arrival to School	11
Dismissal Procedures	11
Withdrawing from School/ Non-Attendance Withdrawals	11
Closed Campus	11
Exemption Policy	12
GRADING GUIDELINES	12
Terminology	12
Report Cards, Progress Reports & Conferences	12
Marking Period Grading Policy	13
Pre-AP and AP Grading Policy	13
Semester Grading Policy	13
Promotion & Retention	13
Incomplete Grades	14
Prolonged Illness & Incompletes	14
Assessment Methods	14
Reteaching & Retesting	15
Homework	15
Late Work / Make-Up Work	15
GRADE CLASSIFICATION	16
Full-Time Students	16
GRADUATION	16
Requirements for a Diploma	16
Early Graduates	16
Physical Education Waiver	16
Graduation Programs	17
Graduation Requirements for Students Receiving Special Education	17
ACADEMIC PROGRAMS	17

Awards & Honor Roll Recognition	17
Academic Awards Banquet	17
ACADEMIC CLASS RANK, TOP FIVE & TEN PERCENT, HIGHEST-RANKING STUDENT	18
Guidelines for Class Ranking	18
Classification of Valedictorian & Salutatorian	18
Graduation with Honors	18
Top Ten Percent	19
Graduation Expenses	19
Discovery/Pre-Advanced and Advanced Placement Program	19
Dual Enrollment Courses	19
CLASS SCHEDULES	20
Pre-Requisite Recommendations and Course Sequences	20
Enrichment Course Recommendations Based on Testing Performance	20
Transfers & Enrollment	20
Tutorials	20
CAREER AND TECHNOLOGY PROGRAMS/ CAREER PATHWAYS	20
CORRESPONDENCE COURSES	21
Advanced Placement Exams	21
CREDIT BY EXAM-If a Student Has Taken the Course	21
CREDIT BY EXAM-If a Student Has NOT Taken the Course	21
DISTANCE LEARNING, DUAL CREDIT COURSES, COLLEGE COURSES	22
EXTRACURRICULAR ACTIVITIES, CLUBS, & ORGANIZATIONS	22
Grade Classification for U.I.L. Purposes	22
U.I.L. Eligibility for Participation/Courses Limited in Affecting U.I.L. Eligibility	22
Courses Limited in Affecting U.I.L. Eligibility	23
Dropping a Class with a Failing Grade & Eligibility	23
NON-TRADITIONAL ACADEMIC PROGRAMS	23
Credit by American Preparatory Institute (Modules)	23
LFHS Technology Academy	24
LFCISD DAEP	24
Migrant Program & Policy	24
Options & Requirements for Providing Assistance to Students	24
STATE-MANDATED ASSESSMENT TESTS	25
SUMMER SCHOOL	25
SECTION II: GENERAL SCHOOL OPERATIONS & REQUIREMENTS	26
BELL SCHEDULE	26
CONDUCT	26
Applicability of School Rules	26
Academic Dishonesty/Cheating Plagiarism	26
Assemblies	27
Alcohol, Drugs, Tobacco and Weapons	27
Bullying	27
Conduct Before or After School	27
Detention	27

Discipline Reminders	27
Disciplinary Alternative Education Program (DAEP)	27
Disruptions	27
Gangs and Other Prohibited Organizations/Gang-Free Zone	28
Hazing Activities	28
Harassment on the Basis of Race, Color, Religion, National Origin, or Disability	28
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES	28
Possession and Use of Personal Telecommunication Devices Including Mobile Telephone	28
Radios, CD Players, Cell Phones, and Other Electronic Devices and Games	28
Acceptable Use of District Technology Resources	29
Unacceptable and Inappropriate Use of Technology Resources	29
DISCRIMINATION, HARASSEMENT AND RETALIATION	29
Child Sexual Abuse	29
Discrimination	29
Hazing	29
Harassment	30
Sexual Harassment	30
Reporting Procedures	30
Investigation of Reports	30
Retaliation	30
Social Events and Parties	30
COUNSELING	30
Academic Counseling	30
Personal Counseling	31
State Scholarships and Grants	31
Standardized Testing & Other College Requirements	31
DRESS AND GROOMING	31
General Guidelines	31
Violations of Grooming Standards	31
General Dress Code Information	31
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	32
School Materials	32
Non-School Materials from Student/ Non-School Materials from Others	32
FEES	33
FUNDRAISING	33
HEALTH-RELATED MATTERS	33
Contagious Disease/Conditions/ Bacterial Meningitis	33
Other Health Related Matters	34
Emergency Medical Treatment and Information	34
Immunizations	34
Medicine at School	34
Physical Examinations & Health Screenings /Physical Fitness Assessment	35
Psychotropic Drugs	35
School Health Advisory Council	35

Steroids	35
LAW ENFORCEMENT AGENCIES	35
Questioning of Students	35
Students Taken Into Custody	35
Notification of Law Violations	35
LFCISD POLICE DEPARTMENT	36
PLEDGE OF ALLGEIANCE AND A MINUTE OF SILENCE	36
PRAYER	36
SAFETY	36
Accident Insurance	36
Drills: Fire, Tornado, and Other Emergencies	36
Emergency School-Closing Information	36
SCHOOL FACILITIES	37
Use By Students Before and After School	37
Cafeteria Services	37
Food Allergies	37
Library	37
Meetings of Non-curriculum Related Groups	37
Pest Management Plan/ Asbestos Management Plan	37
Vandalism	37
SEARCHES	37
Students' Desks and Lockers	38
Vehicles on Campus	38
Trained Dogs	38
Metal Detectors	38
TEXTBOOKS	38
TRANSPORTATION	38
School-Sponsored Trips	38
Buses and Other School Vehicles	38
Student Parking Permits & Parking Lot	39
VIDEOTAPING OF STUDENTS	39
VISITORS TO THE SCHOOL	39
General Visitors/ Visitors Participating in Special Programs for Students	39
SECTION III: PARENT AND STUDENT GENERAL INFORMATION	40
PARENTAL AND SCHOOL COMMUNICATION	40
Working Together-School & Home	40
Parents Obtaining Information and Protecting Student Rights	40
"Opting Out" of Surveys and Activities	40
As A Parent, You Also Have A Right	41
Student and Parents Complaints and Concerns	42
Limited English Proficient Students	42
STUDENT RECORDS	42
GLOSSARY OF TERMS	44
APPENDICES (Student and Parent Receipt Forms)	46

Los Fresnos High School is dedicated to the proposition that all students can learn, succeed in school and complete their education. We encourage parent and community involvement in student achievement, school activities, and in the reinforcement of academic skills.

Go Falcons!

Los Fresnos CISD Web Site

www.lfcisd.net

Los Fresnos High School Web Site

www.lfcisd.net/lfhs

MISSION STATEMENT

The mission of the Board of Trustees, staff and administration of the Los Fresnos Consolidated Independent School District is to develop socially responsible and productive lifelong learners who will contribute to society as a result of a quality educational experience. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, creatively, and to communicate effectively. In addition, a clearly focused and qualitative educational program supported by active parental involvement and enhanced by dedicated and knowledgeable staff members, who respect cultural differences, will continue to be the main emphasis of our educational mission. We are committed to providing the best possible educational environment for learning as the means through which our mission is fulfilled.

CAMPUS MISSION STATEMENT

Los Fresnos High School is committed to excellence in teaching and learning for all students. The school will provide effective instructional leadership and quality learning environments which improve student outcomes. Los Fresnos High School holds high expectations for students and staff and shares with the community the responsibility for the education of all students, so that they will be prepared to live and work in a rapidly changing world.

DISCLAIMER STATEMENT

Los Fresnos Consolidated Independent School District (District)/Los Fresnos High School (School), does not discriminate on the basis of race, religion, color, natural origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

The provisions and information set forth in this handbook are intended to be informational and non contractual in nature. Thus, this handbook is not intended, and shall not be construed, to constitute a contract between the District and any student, prospective student, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever.

The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this handbook at any time, without notice, in any manner that the Administration of the Board of Trustees of the District deems to be in the best interest of the District and/or Los Fresnos High School.

In case of conflict between Board policy of the *Student Code of Conduct* and any provisions of student handbooks, the provisions of Board policy or the *Student Code of Conduct* that were most recently adopted by the Board are to be followed. Students and parents/guardians must acknowledge receipt of the Code of Student Conduct and the consequences to students who violate District disciplinary policy by signing and returning the "Student-Parent Handbook Receipt Form" included in the back of this handbook. Throughout the content of this handbook, any stated references to the word 'parent' are also in reference to 'legal guardian' and a 'student 18 years or older.' or other person who has agreed to assume school-related responsibility for a student. Parents/guardians should also let the District know, within 10 days of receipt of the handbook, if they object to the release of 'directory information' on their child(ren).

Regarding student records, parents must understand that certain information about their child is considered directory information. Directory information includes: student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information on child will be released by the District to anyone who requests it unless the parent objects in writing to the release of any or all of this information within 10 school days of the time this handbook was issued to the student. Parents should mark through the items of directory information listed above which they wish the District to withhold about their child(ren).

PREFACE

To Students and Parents:

Welcome to school year **2011-2012!** For this new school year to be successful for your child, we must all work together: students, parents, teachers, and other school staff members.

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

- Section I-Student and School Academic Information: This section of the handbook contains pertinent requirements for academics and activities. This section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships;
- Section II- This part is organized by topic for quick access when searching for information on a specific issue; and
- Section III- Information for Students and Parents: Required Notices and Information for Parents-with notices that the District must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of this handbook

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

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

In case of conflict between board policy or the *Student Code of Conduct* and any provisions of student handbooks, the provisions of Board policy or the *Student Code of Conduct* that were most recently adopted by the board are to be followed.

Both students and parents should become familiar with the Los Fresnos Consolidated Independent School District *Student Code of Conduct*, which is a document adopted by the Board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook or as a separate document sent home to parents, posted on the District website at www.lfcisd.net, or in the principal’s office.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal. Also, please complete and return to your child’s campus, the following required forms:

1. Parental Acknowledgment Form;
2. Student Directory Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Learning Forms; and
4. Consent/Opt-Out Forms.

Please note that references to alphabetical policy codes are included so that parents can refer to current board policy. A copy of the District’s policy manual is available for review in school office or on the District website: www.lfcisd.net

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the campus administrator. Also, please complete and return to your child’s campus, the parental acknowledgment and consent/opt-out forms so that we have a record of your choices.

Nondiscrimination

Los Fresnos Consolidated Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following District staff members have been designated to coordinate compliance with these requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Dr. Birdie Rodriguez, Executive Director for Support Services, 254-5014.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. Birdie Rodriguez, Executive Director for Support Services, 254-5014.

Services for the Homeless and for Title I Participants

Other designated staff you may need to contact include:

- Liaison for Homeless Children and Youths, for concerns and coordination of services for homeless students: Myliss Miller, Director of Guidance & Counseling, 254-5095
- Parent Involvement Coordinator, for concerns and coordination of services for parents of students participating in Title I programs: Manuel Almanza, Parental Involvement Coordinator, 254-5091

Services for Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. The “Options and Requirements for Providing Assistance to Students Who Have Learning Disabilities or Who Need or May Need Special Education” form is included in the Appendices Section. For more information, contact the Dr. Birdie Rodriguez, Executive Director for Support Services at 254-5014

SECTION I: STUDENT AND SCHOOL ACADEMIC INFORMATION

This section of the handbook contains pertinent requirements for academics and activities. This section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements.
- In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Additional information may be found at: <http://www.tea.state.tx.us/index2.aspx?id=7995>

ADMISSION

A student (or the student's parent) who wants to enroll in the District should contact the registrar at 254-5300 for enrollment requirements and procedures. Before a minor student may be officially admitted to District schools, appropriate registration forms shall be completed and signed by the student's parent, legal guardian, or other person having lawful control. Students who have reached age 18 or over may complete and sign these forms themselves. The District may require evidence that a person is eligible to attend the schools of the District at the time it considers an application for admission of the person (FED Legal and Local Board Policy). Students attending District schools shall not be allowed to leave campus without proper authorization during the lunch hour. Students leaving campus without administrative approval shall be subject to disciplinary action.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. The Los Fresnos CISD campuses work hard to also provide attendance incentives, recognitions and honors to those students who achieve outstanding attendance percentages for each marking period. Parents should note that absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. Each is discussed in the following sections:

Compulsory Attendance- Annual Notice

The state compulsory attendance law requires that a student between the ages of six and 18 must attend school, Texas Education Code, Sec. 25.085, and District-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property is then unauthorized and may be considered trespass.

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

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

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

If the student between 12 and 18 years old violates the compulsory attendance law, both the parent and the student could be charged with a criminal offense. Students 18 and older would be subject to penalties not the parents.

Exemption to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days.
- Required court appearances,
- Activities related to obtaining United States citizenship,

- Service as an election clerk.
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

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

Attendance for Credit-Attendance Policy

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit. Students not meeting the 90 percent rule WILL NOT RECEIVE CREDIT and MAY NOT BE PROMOTED unless the attendance committee determines that there were extenuating circumstances.

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and health-care appointments will be considered days of attendance for this purpose. [See policy FEB.]
- A transfer or migrant student incurs absences only after his or her enrollment in the District. For a student transferring into the District after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- Two college visitations during the fall semester per school year will be approved for seniors scheduled to graduate. Only notes on an official college letterhead will be accepted to receive an excused absence.
- The committee will consider the maximum of ten absences through District competition, a maximum of five absences for post-District competition, and a petition to the UIL requesting a maximum of two additional absences for UIL state competition.

If a credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit. A letter will be mailed to the students/parents stating the committee's decision. The letter will also state any conditions for credit reinstatement. However, if the committee upholds the credit denial, the student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent in accordance with policy FNG. The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or for a full year. Credit denial will be determined at the time credit is awarded. When a student must be absent from school, the student, upon returning to school, must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Attendance Highlights

- To receive credit in a class, a student must attend at least 90 percent of the days the class is offered.
- A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit if they satisfy a plan approved by the principal.
- When a student is absent, he/she must present a written excuse to the attendance office for the day he/she returns to school
- After the fifth unexcused absence, parents will be receiving a letter regarding their child's absences with a copy of their student's attendance report.
- After the tenth unexcused absence, a court warning will also be mailed with a copy of the student's attendance report.

Important Attendance Items

When a student must be absent from school, the student—upon returning to school—must bring a note, with the official signature of the parent/guardian, that describes the reason for the absence, the date of the absence, home and employment telephone numbers. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. If the reason is questionable regarding the excused or unexcused absence, the attendance officer will refer the absence to the principal in charge of student attendance.

The Los Fresnos CISD Attendance Task Force works diligently to investigate students who are experiencing excessive absences. Formal notifications will be sent to parents/guardians informing them of the District's investigation and/or possible citation in local courts for failure to comply with the Compulsory Attendance Laws. Local community judges will be assisting the District in this endeavor and enforcement, which is in the best interest of the students.

Absence Classifications

Excused or Extenuating Circumstances Absences: Students with excused absences are granted the opportunity to make up work according to the established policies of a minimum of one day make up for every day missed. Proof of a doctor's visit is required for students who are absent three or more consecutive days. Excused absences are defined as the following: (1) personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, any other unusual cause acceptable by the Superintendent or principal, (2) participation in court proceedings or child abuse/neglect investigation, (3) migrant student's late enrollment or early withdrawal, (4) days missed as a runaway, (5) completion of a competency-based program for at-risk students, (6) late enrollment or early withdrawal of a student under TYC, (7) teen parent absences to care for his/her child resulting in a doctor's visit/hospital, (8) participation in a substance abuse program, and (9) homelessness, as defined by law.

Unexcused: Absences from school with the consent of parents for any reason other than those listed above are considered unexcused. Make-up work is not permitted for unexcused absences unless permission is given by the campus administrator, and/or make-up work will be graded at a maximum of 70%.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS.

ATTENDANCE & RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures.

A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Tardies & Late Arrival to School

A student is tardy if not in class when the tardy bell rings. Students will serve lunch detention for every three tardies. Students who fail to attend the lunch detention will be assigned one day of In-School Suspension (ISS). If a student misses more than 15 minutes of a 90 minute class or more than 15 minutes of a 50 minute class, the student shall be counted absent. Class activities such as tests and written assignments cannot be made up until the absence or tardy is cleared through the attendance office.

Dismissal Procedures

- Parents who come for their children at the end of the day must make sure that the student's instructional day is not disrupted.
- All students picked up by their parents will report to the designated area for collection.
- Telephone calls regarding transportation changes must be made before 2:30 pm.
- Once students have boarded the bus, they will not be released.
- Parents are required to report to the front office area and follow check-out procedures for temporary removal of students.

Withdrawing from School

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

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

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

Non-Attendance Withdrawals

The District may initiate withdrawal of a student for nonattendance under the following conditions:

- A secondary school student has been absent TEN consecutive days.
- Repeated efforts by the attendance officer and/or campus principal or their designee to locate the student have been unsuccessful.

Closed Campus

Students attending the District schools shall not be allowed to leave campus without proper authorization during the lunch hour and/or any other part of the instructional day. The principal shall consider special circumstances on a case-by-case basis. Students leaving campus without administrative approval shall be subject to disciplinary action.

Exemption Policy

1. Students who qualify for exemption from semester exams have the option to take the exams with the understanding that the grade will be recorded and averaged according to policy.
2. Students must be present during semester exams regardless of the exemption status. Absences on semester exam days will count against the exemption and the student will receive a zero that will be averaged into their final grade.
3. Students with two or fewer absences per semester and an average of 90% or better will be exempted from semester exams according to the approved TEA/District guidelines.
4. Students with one or fewer absences per semester and an average of 80% to 89% will be exempted from semester exams according to the approved TEA/District guidelines.
5. First semester: one core-area subject and one non-core area subject will be eligible for exemption each semester. (Core areas are English, math, science, and social studies).
6. Second semester: one core-area subject and one non-core area subject will be eligible for exemption. All courses exempted cannot be the same as the first semester.
7. The number of non-core subject exemptions can be increased if the student does not qualify in the core-area subjects, but will not exceed a total of two per semester. Exemptions for a non-core subject cannot be used for both semesters.
8. Exemptions are prohibited for any Pre-AP or AP courses, and are applicable to only 'two semester long' courses (A & B semesters).

GRADING GUIDELINES

Los Fresnos CISD is concerned with the effective educational development, performance, and achievement of all its students. In order to assess progress within these areas, an effective grading and reporting system is necessary. Such a system should provide both students and parents with appropriate information concerning educational performance and progress. Adequate explanations concerning the philosophy and purpose of the report cards should also be made. The school district, therefore, establishes a grading and reporting system made up of the following elements:

- The basic consideration for grading is that of assessing the student's ability to function and achieve in relation to the mastery of the essential elements as prescribed by the state and local school District for the various grade levels and/or subject areas.
- Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, and other forms of assessment.
- Since grading of student performance is of major importance, school personnel should exert maximum effort to maintain effective communication between the campus and the parent/guardian.
- All grades must be recorded in the district approved official computerized grading program with a minimum once of a weekly inputted grade (update). The official grade book will be the district approved computerized grading program.

Terminology

A period of nine weeks, in an 18 week course, without the semester exam is referred to in this policy as the "marking period."

A period of nine weeks, in an 18 week course, with the semester exam is referred to in this policy as the "semester."

Report Cards, Progress Reports & Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. A report card with semester grades must be provided at the end of each semester. The school uses computer printout grade reports. The return of the signed printout is not required. The School will issue grade reports to students in a timely fashion.

Progress Reports: At the end of the first three weeks of a grading period [or during the fourth week of a nine-week grading period], parents will be given a written unsatisfactory progress report if their child's performance in any course (in English language arts, mathematics, science, or social studies) is at or below 75, or is below the expected level of performance. Students enrolled in a 45 minute class should receive their progress report after the third week of class if necessary. If the student receives a grade lower than 70 in any class or subject during a grading period, the teacher will schedule a conference with the parent/guardian. All students shall sign that they have received their progress report from their respective teacher and course warranting the need.

Conferences: The administration will designate parent-teacher and Parental Academic Conference (PAC) days, or Open House conference days on the District's calendar. Additional opportunities for parent-teacher conference are strongly encouraged as a means of discussing and reviewing pupil strengths and weaknesses. A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer directly with a teacher may call the office at 254-5300 for an appointment during the teacher's conference period or to request that the teacher call the parent during a conference period, at another mutually convenient time.

Teachers follow grading guidelines approved by the District that have been designed to reflect each student's academic achievement 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]. 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).

Marking Period Grading Policy

Please Note: This section does not apply to grades in AP and Pre-AP classes. Grades for those classes are explained in the course syllabus for each class provided by the individual course teacher.

Daily Work: Fifty percent of the marking period (50%). This must include a minimum of 15 daily grades (quizzes, homework assignments, teacher observations, skill demonstrations, etc.). The teacher has the option of dropping the lowest grade if a student has more than 15 grades.

Major Work: Fifty percent of the marking period (50%). This must include a minimum of 5 major grades (unit, chapter or skills tests). Other major assignments may include projects, multiple-draft compositions, journals, notebooks, etc.

Grading Policy Timeline: At least 15 daily work grades and 5 major grades must be recorded each marking period (except in 36 week courses see below).

All ninety minute courses must have at least 5 daily work grades and one major work grade will be recorded by the third week of the marking period, and 10 daily work grades and three major work grades will be recorded by the sixth week of the marking period.

All forty-five minute courses must have at least 3 daily work grades and 1 major work grade will be recorded by the third week of the marking period, and 6 daily work grades and 2 major work grades will be recorded by the sixth week, and 9 daily work grades and three major grades will be recorded by the nine week.

All students with a grade at or below 75 or below will receive a progress report in that appropriate course. Any teacher who uses a point system other than the percentage system or varies on the number of grades required per marking period must have prior administrative approval.

Type of class	Total Grades due by 3rd wk.	Total Grades due by 6th wk.	Total Grades due by 9th wk.
90 Min. Course	5 daily\ 1 major	10 daily\ 3 major	15 daily\ 5 major
45 Min. Course	3 daily\ 1 major	6 daily\ 2 major	9 daily\ 3 major

Pre-AP and AP Grading Policy

- Grades for these classes are explained in the syllabus for each class provided by the teacher given to students within the first week of entering a course.
- Penalties for late work and missed tests, projects, or oral presentations with a missing group member, etc. will be stated in the syllabus.
- All students enrolled in AP classes will take the AP exam(s) in their respective area(s) of study.
- The District has developed a Pre-AP/AP contract which explains the expectations of the Pre-AP/AP Program. This contract requires the parent and student signature. See handbook attachments.
- A student may appeal the process for dismissal from a Pre-AP/AP course through a conference with students, parent/guardians, the teacher, counselor, and principal.

Semester Grading Policy

The final test given at the end of the marking period will be a comprehensive examination covering the student expectations prescribed by the state and the District for the combined nine week marking periods and must consist of a minimum of a twenty-five percent (25%) ESSAY response. (When the exam is comprehensive, it will contain a majority of questions from the last respective semester of that course.)

The semester grade will be recorded on the student's Academic Achievement Records. A student will receive credit for a yearly course if the two semester grades average 70 or above.

- **Marking Period Grade Percentage:** The marking periods will be weighted at eighty percent (80%) of the total semester grade.
- **Semester Exam Grade Percentage:** The semester exam will be weighted at twenty percent (20%) of the total semester grade.
- **Yearly Average/ Grade:** Both semester grades will be averaged for a yearly grade.

If a student transfers into the school from another accredited school, the grades-in-progress from the sending school will be used to calculate the student's semester grade as appropriate.

Promotion & 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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In addition, students at certain grade levels- with limited exceptions- will be required to pass the Texas Assessment of Knowledge and Skills (TAKS) at the high school level as a further requirement for promotion.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following

enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. Among other items, the plan will identify the student's educational goals and the parent's educational expectations for the student, and it will outline the student's intensive instructional program.

Students in grade 11 must pass the secondary exit-level assessment in English language arts, mathematics, social studies, and science in order to receive a diploma. A student who does not pass the exit-level assessment will have additional opportunities to take the test.

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

Defining progress as movement toward mastery of the essential elements as required by the laws of Texas, the following grade scale applies:

- 90-100 = Excellent progress through a prescribed set of learning materials or skills
- 80-89 = Good progress through a prescribed set of learning materials or skills
- 75-79 = Average progress through a prescribed set of learning materials or skills
- 70-74 = Below average progress through a prescribed set of learning materials or skills,
- 0-69 = Failing through a prescribed set of learning materials and skills.

Any grade containing a decimal of 0.5 or greater will be rounded up to the next whole number. Grade verification periods will be provided. Student behavior and/or attendance shall not be reflected in subject area grades. Points shall not be awarded or deducted for non-academic activities (i.e. attendance at ball games, parent attendance at open house/parent fairs, food drive contributions, positive or negative behavior).

A student removed to the 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. Summer school may be an option to satisfy this requirement.

Incomplete Grades

A student with an "Incomplete (I)" grade is ineligible for UIL until the incomplete is replaced with a passing grade provided: (1) the incomplete was due to an excused absence, (2) the work was made up within a week of the student's return to class. The student who retains an incomplete after a week elapses, shall NOT regain eligibility until seven calendar days after the next grading period, or after the next three week grade evaluation period. All incomplete grades due to excused absences must be completed prior to the end of the next grading period or the missing work will be given zero credit and averaged with other work.

Two situations in which a student's originally recorded failing grade may be changed to passing and the student's UIL eligibility restored are the following: (1) mechanical error in averaging or recording of the original grade, or (2) teacher's grading procedure violated either local policy or state rule, and the student would have received a passing grade *if* the correct procedure had been followed.

Extra credit work or late work turned in *after* the grading or evaluation period is over, except for the reasons stated in incomplete corrections, CANNOT be counted when determining a student's UIL eligibility for extracurricular activities. A student's UIL eligibility is based on the six weeks' marking period grade.

Prolonged Illness & Incompletes

For students with excused absences due to prolonged illness or injury, any incomplete grade recorded must be made up by September 14th of the first grading period, or the missing work will be given zero credit and averaged with other work.

Assessment Methods

Extensive data shall be collected on each student using instruments such as the following:

- Traditional essay examination with general questions Essay examinations
- Short-answer, objective tests or quizzes Problem-situational tests
- Projects or independent study Oral presentations
- Compositions appropriate to the subject Analysis of creative products
- Skill demonstrations or performances Daily recitations or papers
- Independent practice and homework Teacher observations
- Cooperative group projects and labs Computer-assisted instruction

In testing, the following are not acceptable: (1) an all objective test or an all Scantron test, excluding TAKS formatted exams; (2) a one question test; (3) a test grade covering different material substituted for a missed retest and/or previous test; and (4) test or major work graded by students.

An accumulation of points gathered from various assignments for one grade may be derived from teacher observations when appropriate (i.e. homework, independent practice, class participation). Teacher observation is useful when determining participation grades. The teacher may keep an anecdotal record of the student's level of participation. A periodic checklist serves as a quick reference to record levels or participation for group discussions. The teacher determines, based on the knowledge of the student's ability and potential, the grade to assign. The following is one example of this type of checklist for recording participation grades.

For any class missed, as in off-campus **suspension** time, the teacher **shall** assign the student make-up work based on the instructional objectives for the subject or course, the needs of the individual student in mastering the essential knowledge and skills, or in meeting subject or course requirements. When a student has been assigned **In-School Suspension (ISS)**, the student is to receive credit for assigned work completed while there. If a student does not complete the assigned work, he/she will receive a zero. **Home-based instruction** will be made on an individual basis with arrangements and deadlines previously arranged. Home-based students are required to take major tests.

GRADE CLASSIFICATION

High school credits earned prior to ninth grade will count towards a student's graduation program but will not be used to determine grade placement or promotion. Students bringing in credits for high school courses completed prior to the start of their ninth grade year will be classified using the same scale as those who do not.

This policy will not affect the student's ability to graduate early (3 year graduate) if they so choose. It will, however, ensure that students are fully prepared and classified appropriately for state testing purposes.

9 th Grade:	All students are classified as 9 th graders regardless of the amount of credits earned at the middle school
To be promoted to the listed grade students must achieve the following:	
10 th grade:	Six (6) credits are required and include: Algebra I, English I, World Geography, and one science.
11 th grade:	Twelve (12) earned credits and 3 rd year in high school are required
12 th grade:	Eighteen (18) earned credits and 4 th year in high school are required.

The above criteria (6, 12, and 18 credits) are NOT to be used to determine eligibility for extra-curricular activities. See FM LEGAL and UIL eligibility criteria (5, 10, and 15).

Important Note:

- All freshmen must be scheduled into courses required for reclassification to sophomore status.
- Freshmen with middle school credit(s) for high school courses may be scheduled into the next level course(s).
- Students who qualify for special education services may incorporate ARD substitutions/IEP's as appropriate.

Full-Time Students

All students must be enrolled in five classes each day unless they enroll in the work program through the Career and Technology Department. A student may take an approved articulated college course for high school credit as part of the required enrollment to be considered a full-time student.

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level exam. The grade 11 exit-level test, required for students in grade 11 in the 2003–2004 school year and thereafter, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History, World History, and World Geography. A student who does not pass the Exit-Level assessment will have additional opportunities to take the test.

- complete the required number of credits.
- complete any locally required courses in addition to the courses mandated by the state, and
- achieve the required cumulative scores on end-of-course (EOC) assessment.

Early Graduates

An Early Graduate is defined as fulfilling all graduation requirements prior to a four year plan. An Early Graduate must declare in writing his/her intention to graduate early to his/her counselor no later than September 25. Declaration must indicate the student's tenth grade TAKS state assessment scores of: Math 2200, ELA 2200, Written Composition of a 3 or 4. All prerequisites must be passed before the next course in the sequence can be taken unless extenuating circumstances warrant the principal's approval. Only summer school classes taken at Los Fresnos High School and articulated college classes will be used for class rank. Students, who graduate early and who have followed the aforementioned criteria, will be eligible for graduation in the Top Five percent excluding the valedictorian and salutatorian positions. If they have not met the criteria, they will be ranked below the honor graduates according to their averages. They must have successfully mastered the Exit Level TAKS state assessment in all required areas for graduation.

Physical Education Waiver

The Board allows a student to substitute certain physical activities for the required credits of physical education. Substitutions must be based on physical activity involved in: drill team, marching band, and cheer, Junior Reserved Officer Training Corps (JROTC), athletics, Dance I-I, and two or three-credit Career & Technology work-based training courses.

Graduation Programs

The District offers the graduation programs listed below. Effective the 1999-2000 school year, all students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement (Advanced) Program. Permission to enroll in the Minimum Graduation Program will be granted only as described in the exception below. The counselor can help you decide which program is best for you.

Beginning with students who enter grade 9 in the 2011-2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is a EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessment to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. If a student fails to perform satisfactorily on a EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

Effective with ninth graders in the 2011-2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be credit and course requirements for each program, performance on EOC assessments will be linked to a student's eligible graduation program. To Graduate, as student must meet a minimum cumulative score set by The Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessment within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessments.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English II EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English II EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOD assessments. If this standard is not met, the will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriated audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. a score of three or above on an advanced placement (AP) exam;
 - b. a score of four or above on a International Baccalaureate (IB) exam; or
 - c. a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Graduation Requirement for Students Receiving Special Education

If a student receiving special education services is scheduled to graduated under the Minimum Program or in accordance with the provisions of this or her IEP, the student's ARD committee will determine whether the general EOC assessment is accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. If a student takes the STAAR Modified or STAAR Alternative assessment, the student's ARD committee will determine whether the score on an EOC will count as 15% of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

ACADEMIC PROGRAMS

Awards & Honor Roll Recognition

Honor roll is determined by nine weeks marking period grades. A student must be a full-time student to be eligible for the honor roll. To qualify for the All A Honor Roll, a student must make A's in all courses taken for each nine weeks. To qualify for the A/B Honor Roll, a student must earn a minimum of three A's with no grade less than a B in all courses taken for each nine weeks. Pre-AP/AP courses and SAT courses will receive an additional 10 points in qualifying for Honor Roll purposes only. The actual grade earned is reported on the report card and the official transcript.

Academic Awards Banquet

All students who qualified for the All A Honor Roll and/or the A/B Honor Roll for the first three marking periods will be eligible to attend the Academic Awards Banquet. Graduates who rank in the top five percent of their graduating class will be especially honored and invited to attend the banquet.

ACADEMIC CLASS RANK/ TOP FIVE & TEN PERCENT/ HIGHEST-RANKING STUDENT

Guidelines for Class Ranking

The following shall be used for guidelines for the ranking of all members of each graduating class. All students who meet the Option I (One) requirements will be ranked above those who do not. Students who rank in the Top 25% must graduate under the Recommended or Distinguished Achievement program. A course for which a student has already received credit may not be repeated and counted again for ranking purposes.

For two school years following **his or her** graduation, a District student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student: (1) Completes the Recommended or Advanced/Distinguished Program; or (2) Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT. Students and parents should contact the counselor's office for further information about the application process and deadlines.

Option I (One): Mathematics/Science/Elective concentration. Beginning with the 2007-2008 freshmen class, Option I is no longer in effect due to the four-by-four program (Four years of the Four Core Content Areas).

- 1 credit in Pre-calculus
- 1 credit in Science, selected from:

Integrated Physics and Chemistry	Biology or AP Biology	Principles of Technology I
Chemistry or AP Chemistry	Physics or AP Physics	Principles of Technology II
Anatomy & Physiology		
- 1.5 elective credits

Only the grade averages for courses identified in the following levels of the Graduation Plan shall be used for ranking purposes. Final rank and grade point average (GPA) for the official Academic Achievement Record (transcript) shall be made at the end of the school year. Assigned weights (points) shall be used for calculating averages to be used for ranking purposes only. Actual grades earned shall be recorded on the permanent record cards, reports cards, grade sheets, etc. Final grade averages on the Academic Achievement Record shall be actual grades earned. Daily and individual test grades may exceed 100. Under no circumstances shall there be grades higher than 100 recorded on nine-weeks or semester grades. Articulated core area college courses taken at a campus other than Los Fresnos High School will be counted as Level III in determining class rank. Core area college courses taken at Los Fresnos High School will be counted in determining class rank in accordance with the level assigned to the specific course title at Los Fresnos High School.

The following weights will be added for courses at each level.

Courses identified for each level are the following:

Level I/One:	Actual Grade Earned plus 20 points	All Advanced Placement Core Classes—(A.P.)
Level II/Two:	Actual Grade Earned plus 15 points	All Pre-Advanced Placement Core Classes—(Pre-A.P.) Independent (non-AP)Dual Enrollment core courses taken at LFHS
Level III/Three:	Actual Grade Earned plus 5 points	English I, II, III, and IV; Algebra I, Geometry, Algebra II, Pre-Calculus; World Geography, World History, U.S History, U.S Government, Economics; I.P.C., Biology, Physics, Chemistry, Principles of Tech. I & II, Anat. & Phys. and Summer Bridge Program core area/Dual Enrollment courses/Courses taken through TxVSN..
Level IV/Four:	Actual Grade Earned	Correspondence Courses, American Preparatory Institute Units, and all Level III Resource Classes, All courses in Level I, II, or III that are taken in summer school for high school credit.

Classification of Valedictorian and Salutatorian

The student with the highest academic average will be named Valedictorian, and the student with the second highest academic average will be named Salutatorian. Selection of the graduating class Valedictorian and Salutatorian for ceremonial purposes will be made at the end of the third marking period. The Valedictorian and Salutatorian must have completed the Recommended High School Program or the Distinguished Achievement Program in four years of high school.

*Students who are candidates for graduation beginning in the spring 2012 and thereafter, will be eligible for the increased ranking points for non-AP Dual Enrollment core courses, and AP core courses newly identified which fulfill college basic core requirements; for example: AP European History.

Graduation with Honors

The Top 5% of the class will graduate with honors as determined by ranking procedures (see above).

- The student must have been enrolled in the Recommended High School Program or the Distinguished Achievement Program and must meet the requirements under Option One at Los Fresnos High School.
- Students must have also been enrolled at Los Fresnos High School for the last two years, including the year of graduation.
- Selection for the purpose of graduation with honors will take place at the end of the third marking period for ceremonial purposes only.

- A senior's final semester grades and grade point average (GPA), which is recorded on the Academic Achievement Record, are based on all semester grades in the student's ranked classes.
- Parents of the Top 5% will also be recognized at the graduation exercise (2 years enrollment requirement applies).
- The Top 6%-10% of the class shall be recognized at graduation exercises (2 years enrollment requirement does not apply).
- The minimum number of courses in the core academic areas of English, science, mathematics, and social studies required for graduation must be taken at Los Fresnos School with the exception of students who transferred before the junior year. All core academic courses earned for high school credit at a middle school shall count towards graduation.

Top Ten Percent

- The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming freshmen.

Graduation Expenses

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

Discovery/Pre-Advanced & Advanced Placement Programs

Los Fresnos High School has a Discovery/Pre-Advanced and Advanced Placement Program for those students who have been identified as Gifted and Talented and for other highly motivated students. The Pre-AP program prepares students for the challenges offered by the AP Program. This program is a concentrated effort to fulfill the College Board's mission to champion education excellence for all students. It provides a curriculum that includes a wider range and greater depth of subject matter than that of regular courses. Advanced placement courses prepare students for college level work and AP examinations. Students who participate in the program can expect to spend more time studying and preparing for classes. Students should contact their counselor for the current classes offered in this program. Annual courses can be found in the Language Arts, math, science, social studies, and fine art areas.

Dual Enrollment Courses

Dual Enrollment courses are offered to provide Los Fresnos High School students with an opportunity to acquire college credit while still attending high school. It is also meant to better prepare students for postsecondary studies geared toward a four-year degree and beyond. When enrolled in a college or university dual enrollment class at LFHS, it is important that students and parents are fully aware that they are developing a permanent official college record that will influence future financial aid and college/university application submissions.

Dual Enrollment Registration. Students are required to pre-register for the following year's dual enrollment courses during regular high school pre-registration. Availability of any dual enrollment course is dictated by the local college/university.

Parent/Student Information Meeting. A dual enrollment meeting will be held for parents and students each spring semester. It is extremely important that both the parent and the student attend this meeting. Policies and procedures will be reviewed, and college application packets will be distributed.

Application Packets. The complete college application packet must be submitted to the counselor by May 1st for the following school year. Students submitting packets after the deadline will not be processed for courses which are already full. Students are responsible for verifying college/university enrollment with their counselors two weeks prior to the start of the school year.

Grading/testing policy. The grading/testing policy is according to the type of Dual Enrollment course selected. Dual Enrollment courses that are NOT for AP credit are under the grading/testing policy of the college or university and must be followed by the District. Grading/testing policies are provided to the student at the beginning of each course in a detailed course syllabus.

AP Credit. Selected dual enrollment courses are available for AP credit. Students choosing to enroll in these courses will be required to take the AP exam. The cost of the AP exam will be covered by the school District. Students who do not take the exam will be required to reimburse the District for the cost of the exam. Dual Enrollment courses that are taken in correlation with an AP title, credit, and standards of expectations are entitled to the 20 points (see Guidelines for Class Ranking) associated with AP courses and must take the AP examination. These students will follow a grading policy of 70% of the final grade being awarded by the college instructor and 30% of the final grade being awarded by the campus instructor. These grades (30%) are those associated with all assignments, exams, and expectations of the AP credit and points.

Textbooks/Workbooks/Equipment. The school District provides all textbooks for dual enrollment classes. Textbooks remain the property of the school District. Students may be required to purchase a workbook if the dual enrollment course selected requires it. If a student is issued a book(s) and/or equipment, they are not to be used for any other activity, except for classroom related assignments. The student is responsible for the proper care of applicable books and equipment as well as their return. Students will be charged for any lost property.

Tuition. Tuition is covered by the college. In some cases, the university may require a nominal fee for registration. Students are required to pay for any registration fees charged.

Dropping. Students should be aware that failing a dual enrollment course is essentially failing a college course. Drop dates and procedures for dropping a course are provided by the college or university. If a student is in danger of failing a course(s) and wishes to drop a course, they must do so prior to deadlines provided by the college or university.

CLASS SCHEDULES

Los Fresnos High School currently offers students a modified and advanced Accelerated Block Schedule. Students are enrolled in four ninety minute classes (90m) and one forty-five minute class (45m). Each ninety minute class is equivalent to one semester credit mid-year and is changed

to a new class upon return from winter break. The forty-five minute class is equivalent to one semester credit in May and is constant throughout the year or may consist of two, half-semester classes. The academic schedule affords each student the opportunity to acquire a maximum of nine (9) credits each year. Students or parents with questions concerning class schedules should contact the appropriate counselor.

Pre-Requisite Recommendations and Course Sequences

All students are required to follow the recommended course sequences for graduation success. Core courses sequencing is designed to ensure that all TEKS are followed in appropriate manner. While students may benefit from the block schedule by taking a sequence course each term, it is recommended that the student take one each school year. All students must have passed the pre-requisite MATH course before being allowed to enroll in the following math course. All courses listed below, except for Algebra I, are offered as 18 week courses for one full credit.

English I	Algebra I (36 weeks)	World Geography	Biology
English II	Geometry	World History	Chemistry
English III	Algebra II	U.S. History	Physics
English IV	*Pre-Calculus	*Government/Economics	* Anatomy & Physiology/AP Biology
	*Calculus/Statistics/College Algebra		*AP Chemistry/Environmental Systems

*These identified courses may be taken in random order to fulfill the final required course sequence credits.

Enrichment Course Recommendations Based on Testing Performance

The four core content areas also have courses that are available in ‘extended’ form. This allows students to master the content area at a year-round pace allowing for a more in-depth presentation of the curriculum. All students who score a TLA of 75% or less on any content area of TAKS exam(s) or the locally-administered District Spring Benchmark(s) may be placed in the extended core curriculum courses designed to address deficiencies. Once a sequence of enrichment courses in English, math, science or social studies has begun, the sequence should be followed accordingly. Each individual content area should be considered separate as an area of need for the individual student and not necessarily applicable for all four content areas. Teacher recommendations and student academic performance are critical in placement in these extended courses which are designed to provide extra instructional time for student success.

English I-Prac. Writing I & Literary Genres	Algebra I Extended	World Geography	Integrated Physics & Chemistry
English II-Prac. Writing II & Anal-Visual Media	Geometry Extended	W. History & Spec. Topics	Biology & Research and Design
English III & Technical Writing	Algebra II Extended	US History & Indep. Study	Chemistry & Earth Science
English IV & Independent Study	Pre-Cal & Indep. Study	Government/Economics	Physics & Independent Study

Transfers & Enrollment

A student who transfers to the District from another District may be enrolled in a course which he/she was not taking previously. If such a student is enrolled during the first fifteen days of the marking period, he/she will be required to make up the missed work. Arrangements for receiving credit will be made based upon recommendations from the student’s counselor and teacher. Final credit approval may rest with the Principal if there are any questions. Migrant students shall follow the Migrant Policy. If a student transfers into the school from another accredited school, the grades-in-progress from the sending school will be used to calculate the student’s semester grade as appropriate.

Tutorials

A student must attend tutorial sessions as required by the District unless he or she is exempt under the Compulsory Attendance Laws. Tutorials are developed both individually by classroom teachers and through the campus as a whole. Recommendations and participation are based on the academic and individual needs of the students in order to proceed towards course mastery and grade level promotion/advancement. Students and parents should contact any teacher to inquire about a teacher’s tutorial schedule if a student is performing below their standard expectation of acceptable performance and/or if the student is not mastering course expectations.

CAREER AND TECHNOLOGY PROGRAMS/CAREER PATHWAYS

The District offers career and technology programs in Human Service Careers, Engineering & Industrial Technology Careers, Business Careers, Environmental & Agricultural Science Careers, Health Service Careers, and Liberal Arts Careers. The introduction of a new Technology Academy has also been introduced at Los Fresnos High School. Admission to these Career Pathways and individual career programs is part of an integrated program of career preparation and work-based learning designed to prepare students for the work force. The purposes of the programs are: (1) to improve students’ transition from school to work, (2) to provide businesses with better prepared, highly-motivated employees, and (3) to strengthen connections between the business and education communities.

Any student interested in any of the Career Pathways or in receiving a detailed explanation of the pathway should contact their appropriate school counselor or the Director of Career & Technology at 254-5205. Additional information is also available from the professional publication entitled *Career Pathways* available in the counselor’s office. Los Fresnos CISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Articulation of Career and Technology competencies between Los Fresnos High School and post-secondary institutions is accomplished to avoid duplication of effort. Approved Career and Technology courses are articulated so participating students receive college credit upon enrolling at the post-secondary institution.

Technical Preparation (Tech Prep) is a strategy whereby students enroll in a logical sequence of rigorous courses in a four-year plan with specific occupational focus. It is a similar strategy to the articulation agreement, granting concurrent credit for courses taken in high school but it leads to an Associate Degree in whatever occupational focus selected by students.

CORRESPONDENCE COURSES

Prior to enrollment in correspondence courses, students shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit towards graduation. Seniors and juniors shall be eligible to take correspondence courses and earn credit toward graduation. Such credit will count for graduation but will not be used for ranking purposes and honor recognition. Students may earn a maximum of two (2) state required credits through correspondence courses and may be enrolled in only one correspondence course at a time. The Superintendent or designee may exercise discretion in waiving limitations on an individual basis.

Advanced Placement Exams

A student in any grade may use advanced placement examinations to gain college credit for a subject. Course credit earned through advanced placement examination shall be obtained following advanced placement examination guidelines. The scores obtained on the assessment of Texas Essential Knowledge and Skills for specific courses shall be recorded on the academic achievement record of the student as the grade for the course. These grades will be used for ranking and honors recognition purposes in accordance with the guidelines. Questions about advanced placement examinations may be discussed with the student's appropriate counselor. Students taking an Advance Placement course must take the respective Advanced Placement (AP) examination in that year of course enrollment in order to receive advanced placement credit and the weighted points on their GPA.

AP Spanish Language:

- Spanish I credit will be earned either by course completion with a passing grade or credit by exam. Any student showing proficiency in Spanish can take a credit by exam to fulfill Spanish I requirements. A credit by exam based on prior instruction may be used if the student can demonstrate a proficient Spanish language background.
- Students who pass the AP Spanish Language course and AP exam with a 3, 4, or 5 will be awarded credits for Spanish II, III, and Spanish IV – AP Spanish Language.
- Students who pass the AP Spanish Language course and AP exam with a 3, 4, or 5 are eligible to begin another language or enroll in Spanish V AP. This course should correspond to a third-year college introductory course in Hispanic literature.
- Students who do not pass the AP Spanish Language exam (scores of 1 or 2) but passed the class with a grade of 70 or better will receive high school credit for the Spanish course taken.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject (but did not receive credit for it) may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject.

Students may use Credit By Exam (CBE) to demonstrate mastery in any subject to earn credit in any academic course at the secondary level, grades 9-12, with the prior approval of the appropriate administrator and counselor. Examinations used to earn credit under this policy shall assess the student's mastery of the Texas Essential Knowledge and Skills (TEKS). The minimum eligibility requirement is that the student has had prior instruction in the subject or course as determined by the District on the basis of a review of the student's educational records. On recommendation of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. Credit by examination shall NOT be used to gain eligibility for participation in extracurricular activities. To receive credit, students shall score a grade of 70 or above on the examination. Tests shall be administered according to procedures approved by the Superintendent or designee. Examinations must be recognized by T.E.A. and also approved by the appropriate administrator and counselor.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject (but did not receive credit for it) may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject.

Students may use Credit By Exam (CBE) to demonstrate mastery in any subject to earn credit in any academic course at the secondary level, grades 9-12, with the prior approval of the appropriate administrator and counselor. Examinations used to earn credit under this policy shall assess the student's mastery of the Texas Essential Knowledge and Skills (TEKS). The minimum eligibility requirement is that the student has had prior instruction in the subject or course as determined by the District on the basis of a review of the student's educational records. On recommendation of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. Credit by examination shall NOT be used to gain eligibility for participation in extracurricular activities. To receive credit, students shall score a grade of 70 or above on the examination. Tests shall be administered according to procedures approved by the Superintendent or designee. Examinations must be recognized by T.E.A. and also approved by the appropriate administrator and counselor.

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The tentative dates on which exams are scheduled during the 2011-2012 school year include:

Testing Session	Deadline for Application
<u>September 26/27, 2011 (Monday/Tuesday) at 4:30</u>	<u>September 01, 2011 at 12:00</u>
<u>October 24/25, 2011 (Monday/Tuesday) at 4:30</u>	<u>September 29, 2011 at 12:00</u>
<u>December 12/13, 2011 (Monday/Tuesday) at 4:30</u>	<u>November 03, 2011 at 12:00</u>
<u>February 06/07, 2012 (Monday/Tuesday) at 4:30</u>	<u>January 12, 2012 at 12:00</u>
<u>April 2/3, 2012 (Monday/Tuesday) at 4:30 p.m.</u>	<u>March 01, 2012 at 12:00</u>
<u>May 21/22, 2012 (Monday/Tuesday) at 4:30</u>	<u>April 12, 2012 at 12:00</u>

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The District will not honor a request by a parent to administer a test on a date other than the published dates. No fee shall be charged for an examination for acceleration provided by the District; however, a refundable deposit of \$18.00 for each exam requested shall be required. The deposit shall be forfeited for any exam requested but not completed by the student. The passing score required to earn credit on an exam is 90 on approved tests.

Course credit will be awarded to students for successful completion of CBE through approved schools. Such credit will count for graduation, but will not be used for ranking purposes and honor recognition. Course credit will be awarded for successful completion of concurrent enrollment courses. Such credit will count for graduation but not for ranking purposes or honors recognition.

DISTANCE LEARNING /DUAL CREDIT COURSES / COLLEGE COURSES

Articulated classes are those taken which not only qualify for local high school credit but may also give a student college credit with a designated university/college at the same time. An articulated college course can be counted among the classes necessary for a student to be considered as full-time for participation in extracurricular activities. Students may provide their own transportation or may ride the District bus that takes vocational students to the TSTC campus and/or the UTB/TSC campus. Concurrent classes in the core areas will be used for class ranking, and students taking concurrent classes can graduate in the Top 5%. Articulated classes are those identified in the Tech Prep articulation agreements and are reviewed and updated annually due to anticipated additional state recommendations and changes in articulation agreements. Interested students should see their respective counselor.

Dual Enrollment courses are offered to provide high school students with an opportunity to acquire college credit while still attending high school. It is also meant to better prepare students for post-secondary studies geared toward a four-year degree and beyond. The financial savings to students and their families are substantial, and the benefits are immense.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Grade Classification for U.I.L. Purposes

After the ninth grade, students are classified according to the number of units earned toward graduation. This classification is done annually, and once this has been determined, it will not be changed until the following school year with the exception of graduating juniors who have earned a minimum of 20 credits by January their graduating year and have submitted in writing, their intentions to graduate early. Students will be promoted only one grade level based on the number of credits earned at the end of each school year with the exception of retainees and three year graduates. [See FM Legal and UIL eligibility criteria (5, 10, and 15).]

U.I.L. Eligibility for Participation

Eligibility for participation in many of these activities is governed by state law as well as rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-District competition. The following requirements apply to all extracurricular activities:

- During the first grading period, a student is eligible if he/she was promoted at the end of the previous year or has accumulated the required number of units towards graduation.
- A student who receives at the end of a grading period a grade below 70 in any academic class, other than an advanced placement or international baccalaureate course or an honors or dual credit course in English language arts, mathematics,

science, social studies, economics, or a foreign language, may not participate in extracurricular activities for at least three school weeks.

- The suspension from extracurricular activities goes into effect seven days AFTER the last day of the grading period. A student remains eligible at the end of any three week period in which a passing grade (70 or above) is earned in ALL COURSES or SUBJECTS.
- A student with disabilities who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- In a school year, a student is allowed up to ten absences not related to post-District competition; a maximum of five absences for post-District competition prior to state; and, a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.
- Violation of the *Student Code of Conduct* may result in denial of participation in an extracurricular activity.
- A student absent from school for a contagious illness or for any reason that would result in an unexcused absence will NOT be allowed to participate in school-related activities on that day or evening. The principal or designee may determine whether a student may participate based on the individual/situational circumstances and/or at their discretion.

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

Courses Limited in Affecting U.I.L. Eligibility

The State Board of Education identifies certain advanced courses eligible for consideration for eligibility waivers. Los Fresnos High School identifies the courses cited below:

- Any College Board Advanced Placement (AP) Course, and Honors (Pre-AP) and high school/college concurrent enrollment classes in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English listed in the "Lower-Division Academic Course Guide Manual"

Dropping a Class With a Failing Grade & Eligibility

A student may not drop a class in which he/she has a grade below 70 after the end of the first four weeks of the class without it being considered a FAILING GRADE FOR ELIGIBILITY PURPOSES. Dropping a class with a grade lower than 70 after four weeks causes the student to lose eligibility for the next three school week evaluation period.

Dropping an advanced class which is limited for No Pass/No Play does not cause loss of eligibility at any time unless full-time status is affected or the school has adopted a more stringent policy.

Dropping a class with a grade lower than 70 at the end of a grading period causes a student to lose eligibility until seven calendar days of the end of the three school week evaluation period.

NONTRADITIONAL ACADEMIC PROGRAMS

Credit by American Preparatory Institute (Modules)

Access to this program will be available through the discretion of the principal. API modules are only for credit retrieval and seniors who need credit accrual up to the last marking period. Attendance will be considered before placement. Students in this TIER I Recovery program will be allowed to complete up to five (5) credits per year or take the GED. Additional credits require principal's approval.

Entry Criteria for TIER I/API Modules:

1. Must be 17 years of age or court ordered.
2. Is not expected to graduate within four years of starting ninth grade
3. Is expected to be successful on the GED
4. Must participate voluntarily
5. Was not advanced from one grade level to the next for two or more school years
6. Has mathematics or reading skills that are two or more years below grade level
7. Did not maintain an average equivalent of 70 in two or more courses in the current semester
8. Failed at least one section of the most recent TAKS/TAAS exam
9. Is pregnant and/or a parent
10. Is not disabled, yet resides in a residential placement facility in a District in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group.

Dismissal Criteria:

1. Absences and/or tardies beyond the allowable number as mandated by policy.
2. Failure to abide by classroom rules as established by the teacher and GED referral/review committee
3. Failure to comply with the contract for admittance to program, and/or
4. Lack of commitment to program.

Los Fresnos High School Technology Academy

Students in the Technology Academy participate in technology enriched academic courses which are designated as Pre AP courses. Students are also enrolled in technology-focused computer electives with a minimum of one technology computer elective required each year. After one year in the Academy, students will be encouraged to select a technology curriculum focused in one of four specific technological areas: computer maintenance, media technology, business information technology, or digital graphics. As part of the technology enriched learning experience, each student in the Technology Academy will receive a school issued Tablet PC with wireless technology. Students and parents are required to sign an annual agreement with the school District if the student is selected to be in the Technology Academy.

The Technology Academy is a four year rigorous academic and technological program. Technology Academy applications are distributed each spring at the 8th grade level for entry into the Technology Academy.

Los Fresnos DAEP Center

The Disciplinary Alternative Education Program Center (DAEP) is for students who have been removed from the regular campus due to mandatory and discretionary disciplinary infractions. Students are still enrolled in the LFCISD, but they continue with their educational services and daily instruction at the more restrictive DAEP Center. Students are placed for approximately 45 days and/or at the end of a grading period. At the conclusion of each grading period, a formal review is scheduled regarding the student's academic, behavioral, and social progress. Students are provided certified instructors and courses that are necessary for advancement toward graduation. In some instances, District-approved academic modules will be utilized to fulfill needed requirements. Transportation, meals, and textbooks are also provided to students during their placement.

Migrant Program & Policy

Migrant students: The late entry and/or early withdrawal of migrant students is recognized by the Texas Administration Code and local District policy as an extenuating circumstance in terms of attendance. Therefore, migrant students may receive credit for a course with less than 80 days attendance. TEA encourages all counselors and registrars to ensure that all migrant students are afforded due process in the application of the attendance rules in the statement: *"Under no circumstances should a migrant student, due to migration, be denied the opportunity to complete courses for semester credit..." (Rule 19, Texas Administrative Code, 61.65).*

Migrant Student Credit through the Migrant Tutorial Program: Secondary migrant students who enter late or withdraw early are strongly encouraged to enroll in a migrant tutorial program. The local education agencies have a commitment to ensure that an equal educational opportunity is provided for migrant students. Therefore, the student's regular teachers are strongly requested to cooperate with the migrant teacher in helping migrant students meet academic requirements.

Late Entry: Migrant students entering school late may be eligible for one-half credit in a subject if: (1) they successfully complete the major assignments of the regular classes; and/or (2) demonstrate mastery at 70% or above of the TEKS by passing equivalent unit examinations for their regular classes; and/or (3) attend migrant tutorial sessions as recommended by counselor in conjunction with attending regular classes.

Credit: Issuance of credits and grades will be reserved for the regular teacher. If a migrant student has not completed all major assignments or has not shown mastery (70%) of the TEKS by the end of a semester in which the student enters later or withdraws early, an incomplete should be issued to the student until such time as the student completes assignments and/or demonstrates mastery with the aid of the migrant tutorial teacher. The incomplete may be carried until the end of the next semester of enrollment. If a migrant student enters school after the first semester, he/she will be eligible to take a placement test for the work missed the first semester. A migrant tutorial session is recommended for these students to prepare for the test.

Early Exit: In order to receive full credit for the second semester, migrant students must attend school through the end of the first, three week cycle of the last marking period, complete all major assignments of the regular courses, and demonstrate mastery (70%) of the TEKS or equivalent unit and/or final examination administered by either the regular teacher or the migrant tutorial teacher under the supervision of the regular teacher.

For information on Migrant student assistance, contact either the Migrant Counselor or Federal Program Director at 254-5024.

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

If the District determines that the evaluation is not needed, the District will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if the parents disagree with the District. The District is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Special Education Director, who can be reached at 254-5101. *Websites with information and resources specific to students with disabilities.*

- Texas Project First @ <http://www.texasprojectfirst.org/>
- Partners Resource Network @ <http://www.partnerstx.org/howPRNhelps.html>

The notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

- The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Special Education Director who can be reached at 254-5100.
- If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL).]

STATE-MANDATED ASSESSMENT TESTS

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be 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. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Additional information will be provided to students and parents prior to the spring 2012 administrations.

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called "exit-level" TAKS, and satisfactory performance on this test is required for graduation.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA 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 test may be required before a student enrolls in a dual-credit course offered through the district as well.

SUMMER SCHOOL

Each summer, Los Fresnos High School offers certain courses during the summer. Parents or students with questions or who want to know more about summer school course offerings should contact the appropriate grade counselor.

- The grade received by a student retaking a class during summer school due to failure of the course during the regular school year shall be recorded on the permanent record card.
- Summer school earned at a school other than Los Fresnos High School may be averaged with grades earned during the regular term to determine yearly averages.
- Summer school courses are not to be used for purposes of ranking or honors recognition at Los Fresnos High School.
- Students fulfilling a semester of a two-semester course may retake the failed semester during summer school.

SECTION II: GENERAL SCHOOL OPERATIONS AND REQUIREMENTS

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions such as student health and safety issues; fees; the school's expectations for student conduct (other than Student Code of Conduct requirements); use of facilities, such as the cafeteria, library, transportation services; and emergency closings. For additional information or questions you may have, please contact the principal.

BELL SCHEDULE

First Period	8:35-9:25 am	50 minutes	5 minutes for announcements	
Second Period	9:30 – 11:00 am	90 minutes		
Third Period A	11:05-12:35 pm	12:35-1:05 pm	90 minutes	3A Class and then Lunch B
Third Period B	11:00-11:30 pm	11:35-1:05 pm	90 minutes	A Lunch and then Class 3B
Fourth Period	1:10-2:40 pm	90 minutes		
Fifth Period	2:45-4:15 pm	90 minutes		

CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy, even when others do not
- Behave in a responsible manner, always exercising self-discipline
- Attend all classes and be on time
- Prepare for each class and take appropriate materials and assignments
- Meet District and/or campus standards of dress and grooming
- Obey all campus and classroom rules and standards of expected conduct
- Respect the rights and privileges of other students, teachers, and District staff
- Respect the property of the others and the District, including facilities
- Cooperate with and/or assist the Staff in maintaining safety, order, and discipline
- Avoid violating the *Student Code of Conduct*
- Avoid demonstrating private and intimate mannerism and behavior in public towards another which is found to be inappropriate, uncomfortable, and distracting to others (Public Display of Affection: PDA).

Applicability of School Rules

As required by law, the District has developed and adopted a *Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of the standards. Students need to be familiar with the standards set out in the *Student Code of Conduct*, as well as campus and classroom rules.

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules of behavior will apply whenever the interest of the District is involved, whether on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the *Student Code of Conduct*.

For further specificity, the District has disciplinary authority over a student including, but not limited to:

- During the regular school day and while a student is going to/from school on District transportation
- During lunch periods in which a student is allowed to leave campus after following appropriate procedures
- During attendance at any school-related activity, regardless of time or location
- During presence within 300 feet of school property
- During any school social events to which a student brings a guest
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location
- When a student commits a felony as described by TEC 37.006
- When a criminal mischief is committed either on or off campus or at a school-related event

Academic Dishonesty/Cheating/Plagiarism

Academic dishonesty, cheating, or plagiarism is not acceptable. Cheating includes the copying of another student's work (homework, class work, or test answers) as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties according to the *Student Code of Conduct*. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

Assemblies

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

Alcohol, Drugs, Tobacco and Weapons

The District and its staff strictly enforce prohibitions against the use or possession of tobacco products by students and others on school property and at school-sponsored and school-related activities. A violation of this policy is an offense and appropriate disciplinary action will be taken. Violations are also punishable as Class C misdemeanors by fines as prescribed by law, Texas Penal Code 48.01 (1994). Any illegal paraphernalia may be confiscated by school administration and disposed of and/or turned over to appropriate law enforcement officials.

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that may have been driven to school and parked on District property is also prohibited.

Bullying

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

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

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred on campus.

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 rehearsal, club meetings, athletic practice, 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 conduct for extracurricular participants established by the sponsor in accordance with Board policy. Loitering or standing in the halls between classes is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the *Student Code of Conduct*.

Detention

A student may be assigned detention by a teacher beyond regular school hours (not more than 2 hours) on one or more days if the student violates the *Student Code of Conduct* and/or classroom rules. The detention will not begin until the student's parents have been notified of the reason for the detention and they can make arrangements for the student's transportation on the day(s) of the detention assignment.

Discipline Reminders

We ask that you do the following:

- Review the *Student Code of Conduct* with your child. If you do not have a copy, please call or come by the principal's office for a copy.
- Review the school's dress code and ensure that your child dresses properly for school. If you do not have a copy of the dress code, please call or come by the principal's office for a copy.
- Support our efforts in providing a safe and sound educational environment for our students.
-

Disciplinary Alternative Education Program (DAEP)

A student will be removed from the regular home campus for offenses warranting removal in accordance to the *Student Code of Conduct*. A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district.

Any graduating student who is placed at the DAEP on their final days of high school will not be allowed to participate in graduation ceremonies and/or activities or events. For questions regarding removal procedures and services offered at the DAEP, please contact the Executive Director for Support Services at 254-5413.

Disruptions

Disruptions of school operations are not tolerated and may constitute a misdemeanor. As identified by law, disruptions include the following:

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

- Interferes with the movement of people at an exit or an entrance to District property,.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator,
- Disrupts 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 profane language or any misconduct, and
- Interferes with the transportation of students in District vehicles.

Gangs and other Prohibited Organizations

Under Texas state law, a student is prohibited from membership or involvement in a public school fraternity, sorority, secret society, or gang (as defined by state law), which is composed in whole or in part of school students and not approved by the Superintendent of Schools. A fraternity, sorority, secret society, or gang is defined as: *an organization composed wholly or in part of public school students below the rank of college or junior college age which seeks to perpetuate itself by taking in additional members from a decision made by its membership rather than upon the free choice of any student who shows himself to be qualified under the rules of the school to fill the special aims of the organization.*

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Hazing Activities

State law prohibits a student from participating in any hazing activities. A student is guilty of hazing when he/she takes direct hazing action, encourages or assists someone else to take action, recklessly permits action, has knowledge of planned action or action that has occurred without reporting that knowledge in writing to school officials.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability

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

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

The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, or the Director of Guidance & Counseling at 254-5095.

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the principal or campus designee. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the *Student Code of Conduct*. The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG (LOCAL) [See also policy FNCL].

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunication Devices Including Mobile Telephones

Radios, CD Players, Cell Phones, and Other Electronic Devices and Games

Students are not permitted to possess such items as cell phones, IPODs, PSPs, pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, or electronic devices or games inside the school building or during instructional hours. Laptops or Cell phones with cameras are not permitted. The following procedure will be followed:

- The first time a student's cell phone , or other electronic device, is confiscated, the student/parent would receive a warning. **Parents must retrieve from Administration cell phone/electronic devices confiscated from the students.**
- On the second occurrence, the parent would be charged a fee of \$10.00 upon the return of the device.
- On the third occurrence, the parent would be charged a fee of \$15.00 upon the return of the device.
- All confiscated a cell phones would be transferred to our Los Fresnos CISD Police Department. Payment of fees and retrieval of devices would be conducted by the Los Fresnos CISD Police Department. Any money collected from the fees would be applied to the District general fund.
- If a cell phone is not retrieved, the District would dispose of it after proper notice to parent. **[See policy FNCE.]**
- **Incidents of lost or stolen electronic devices, including cell phones, will not be investigated.**

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law.

No electronic devices are permissible in a secured assessment area which could invalidate any students' exams. A student found to have an electronic device during state assessment dates in a secure testing area will be subject to disciplinary penalties according to the *Student Code of Conduct*.

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

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. 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 sign a user agreement regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, Posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, 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, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as sexting, will be disciplined according to the Student Code of Conduct and may in certain circumstances, be reported to law enforcement.

DISCRIMINATION, HARASSMENT AND RETALIATION

Child Sexual Abuse

The district has established a plan for addressing child sexual abuse, which may be accessed at your school counselor's office. 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 conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

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

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

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

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

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

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

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

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

Reports may be made to:

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

Discrimination

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

Hazing

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

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.

Harassment

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

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

Sexual Harassment

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

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

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

Reporting Procedures

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

Investigation of Report

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

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

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

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

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 a investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Social Events and Parties

School rules apply to all school social events to which a student brings a guest. Guests attending these events are expected to observe the same rules as students attending the event, and a student inviting a guest will share responsibility for the conduct of the guest. A student attending a social event may 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.

Any social event or party sponsored by the school, a student organization, or a class must have the prior approval of the principal. Noncommercial food items will not be sold to students. No food or drink brought from the outside will be allowed for personal consumption by students in the classrooms.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 9 through 12 will be provided information on anticipated course offerings for the next year and other information that will help to make the most of academic and vocational opportunities. To plan for the future, including attendance at a college, university, or training school, or pursuit of some other type of advanced education, students should work closely with the counselor in order to take the high school courses that best prepare them. The counselor can also provide information about

entrance exams and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

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

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent’s written consent unless required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to policy FFE and FFG (EXHIBIT).]

State Scholarships & Grants

Under the Texas Early High School Graduation Scholarship Program, eligible students may earn financial credits in varying amounts, depending on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned. Students may choose public or private Texas higher education institutions within the state. Except for ninth graders who entered high school in the 2003–2004 school year, these financial credits will be limited to students who complete the Recommended or Advanced (Distinguished Achievement) High School Program. Exceptions will apply if necessary courses were unavailable at the appropriate times in the student’s high school years because of course scheduling, lack of enrollment capacity, or another reason outside the student’s control. If the exception applies, the District will indicate the fact on the student’s transcript. The counselor can provide additional information about meeting the program’s eligibility requirements.

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

Standardized Testing & Other Testing Requirements

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

DRESS AND GROOMING

General Guidelines

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. Los Fresnos High School prohibits any hazard to students themselves and/or others. Los Fresnos High School prohibits any clothing or grooming that, in the principal’s or principal designee’s judgment may reasonably be expected to cause disruption of or interference with normal school operations. Random dress code checks will be organized and conducted throughout the year. All school employees will be accountable for assisting and enforcing the dress code on a daily basis. **At the Principal’s discretion, any article of clothing/hair that is deemed inappropriate will not be permitted.**

Violations of Grooming Standards

If the campus administration determines that a student’s grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repetitive offenses will result in more serious disciplinary action, such as In School Suspension, After School Detention, or Off Campus Suspension.

GENERAL DRESS CODE INFORMATION

The District’s dress code is established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards. The Student Dress Code will be strictly enforced. Students and parents may determine a student’s personal dress and grooming standards following this guideline:

TOPIC	GUIDELINES
Hair	<ul style="list-style-type: none"> • Hair should be clean, well-groomed and not cover eyes or interfere with eyesight. • Male’s hair is not to extend beyond the collar, over the ears, or obstruct vision. • No distracting and/or unnatural hair dye or hairstyles (ie. Fohawks/Mohawks), including symbols/initials cut into hairstyle, will be permitted. • No rattails permitted. Males are not permitted ponytails, cornrows, braids, or the like, etc. • No sideburns below the ear lobes will be allowed. They are to be square cut across the bottom and not flared. • No facial hair, beards or mustaches for males (clean-shaven) will be permitted. • No hair shall go below the bottom of a dress shirt type collar in the back when the head is held in an upright position for males. • No hair curlers, rollers, nets, hair pick, etc. will be allowed without special permission for school function.
Headwear	<ul style="list-style-type: none"> • No headbands or bandannas are permitted or to be shown. • No type of headgear including caps, visors, hats, stocking-type, nets, etc.
Footwear	<ul style="list-style-type: none"> • Shoes must be worn at all times. • Metal taps/tips or “heelies” (tennis shoes with wheels) are not permitted.

Clothing	<ul style="list-style-type: none"> • Walking shorts, dresses, skirts and/or skorts are to be no more than 4” above the knee. All pants, shorts, skirts, and other bottoms must be worn at waist level. • • Pictures, emblems, writings on clothing that are lewd, offensive, vulgar, depict violence, obscene or that advertise or depict Playboy, drugs, tobacco, alcohol, or other prohibited substances are prohibited. • Clothing linked to gang-related, gothic-related, cult, or secret society activity is prohibited. • Baggy, sagging, oversized, or tight fitting uniforms are not permitted. Any look that dramatizes the baggy pant style is prohibited. (no more than 6” of excess material at knee and ankle). <ul style="list-style-type: none"> • Full-length trench coats are prohibited. • • White “T shirts”(undershirts), tank tops, halter tops, tube tops, are not to be worn as outer garments. • Appropriate undergarments are to be worn. Tights, leggings, or leotards worn as pants are not allowed except to Dance/Theater classes. • Clothing that is torn or has distracting holes or that reveals underwear, cleavage, or torso is prohibited. • Shirts, tank tops, sleeveless shirts or vest that expose the underarm are not to be worn as outer garments for males. • Sleeveless shirts or any attire must reach the end of the shoulder for females. • Shirts shall be comfortably buttoned provided that chest is not exposed.
Earrings/Piercing & Accessories	<ul style="list-style-type: none"> • It is highly recommended that all backpacks and backpack purses be clear or mesh. • Girls are allowed to wear earrings, studs, and the like on the ears only. They are not to be worn on the nose, lips, tongue, and eyebrows, bellybuttons, etc. • Boys are prohibited from wearing earrings, studs, strings, straws, or any bandage covering piercing, etc. on the ears, nose, lips, tongue, eyebrows, etc. • Students are not permitted to have shaved portions of their natural eyebrow growth. • Body piercing or any bandage covering body piercing is prohibited for all students. • Dog collars, chains, spiked jewelry, “dental grills,” or wallet chains are prohibited. • Full-length trench coats are prohibited. All cover-ups must have zipper or button front and be of waist length. • Distracting makeup and nail polish is prohibited. • Sunglasses are not to be worn in the building unless a doctor’s certification is presented to campus administration. • Males are not permitted to wear facial or eye makeup, nail polish, dresses, skirts, etc.
Tattoos	<ul style="list-style-type: none"> • Tattoos must be covered with clothing/bandages.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The District newsletter and the yearbook are available to students.

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

Non-school Materials...from students

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

The principal will designate the location for approved non-school materials to be placed for voluntary viewing by students. [See policy FNAA.]

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

Non-school Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policies at 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 principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policies at DGBA, FNG, or GF.]

FEES

Materials that are part of the basic educational program are provided with state and local funds and are 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
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District
- Personal apparel used in extracurricular activities that becomes the property of the student
- Parking fees and student identification cards
- Fees for lost, damaged, or overdue library books
- Fees for optional courses offered for credit that require use of facilities not available on District premises
- Fees for non-returned organization materials issued by campus organizations, clubs, JROTC, etc.

FUNDRAISING

Student groups or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal before the event. [For further information, see policies FJ and GE.]

HEALTH-RELATED MATTERS

Contagious Diseases / Conditions

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

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

Bacterial Meningitis

State law requires the District to provide the following information:

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

Other Health Related Matters

In case of illness or injury, a student will be cared for temporarily by the school nurse or a member of the school staff. School personnel will render first aid treatment only. If emergency treatment is necessary, the parents will be contacted. If parents are not available, the student will be taken by ambulance to the emergency room at the hospital. As a reminder, an emergency telephone number where parents can be reached and the name/telephone number of the student's family doctor should be on file with the school nurse and/or front office.

Important Note: The Los Fresnos CISD is NOT responsible for medical expenses associated with a student's injury. State law does not permit the District to pay such expenses. However, the District does make available an optional low-cost Student Accident Insurance Program to assist parents in meeting medical expenses. A parent who desires coverage for his/her child will be responsible for paying insurance premiums and for submitting claims through the office of the District's Chief Financial Officer (254-5036). Information will be gladly forwarded to the parents via the students. The District also encourages parents to apply for the Texas Children Health Insurance Program (CHIPs). Please call 1-800-647-6558 for this information.

Emergency Medical Treatment and Information

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

Immunizations

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, Immunization Branch, can be honored by the District. The immunizations required are: diphtheria, rubella (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of State Health. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB and the Texas Department of Health Web site: <http://www.dshs.state.tx.us>.]

Medicine At School

It shall be standard procedure of the Los Fresnos CISD nursing department that medications brought from home may be administered by the school nurse or designated person during school hours under the rules and guidelines of the school District. The following rules will be observed by all campus school nurses.

- Medications are to be administered at school only if it cannot be administered at home.
- Medication must be from the U.S. No medication from Mexico or foreign countries will be administered by school nurses or school personnel.
- Medication must be in the recent, original container with the student's name, date, doctor's name, name of medication, and dosage to be administered. If it is an over-the-counter medication such as "Tylenol," it must come in the original box or container when brought to the nursing office. Please remember medication & dosage needs to be age appropriate.
- A signed note must come from the parent or guardian with instructions as to when medication is to be administered. If it is to be administered for a prolonged period of time, your school nurse has a form for the doctor to fill out.
- Medication must be brought and picked up by a responsible adult. It is against school rules for students to have medication in their possession unless campus approval is noted.
- Medication is to be kept in a secure place in the health office during school hours. Medication should not be kept in the classroom or in the student's possession during school hours for the purpose of self-medication.
- Each case where a physician states a student can carry his own medication (Asthma inhalers, etc), while in school or in school-related activities and events, shall be reviewed for safety and decision-making with doctor's orders, the nurse, the parent, and the campus administration.
- The District does not provide medication of any kind to students. The parent/guardian will be contacted if a student is in need of medication during school hours. The parent may leave the medication with the school nurse.
- Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering any anabolic steroid. Anabolic steroids are physician prescribed only.
- 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.

Physical Examinations & Health Screenings

Participation in certain school-sponsored activities, athletic teams, or clubs/organizations may require the documentation of an annual physical examination for student participation. Such requirements are in accordance to the UIL standards and/or District policy. Other annual health screenings may be conducted through the supervision of school District health professional staff members.

Physical Fitness Assessment

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 Principal's office to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Psychotropic Drugs

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

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

School Health Advisory Council

Information regarding the District's School Health Advisory Council, including the number of meetings scheduled/held during the year and information regarding vending machines in District facilities and student access to the machines is available from the principal. [See also policies BDF and EHAA.]

Steroids

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

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

Students participating in UIL athletic competition may be subject to random steroid testing.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will 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.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

Students Taken Into Custody

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

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

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also required by state law to notify:

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

- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or adjudicated of delinquent conduct for any felony offense or certain misdemeanors. [For further information, see policy GRA Legal.]

LFCISD POLICE DEPARTMENT

The Los Fresnos CISD Police Officers work to establish a sense of security and trust for both students and staff by enforcing state, local, and school District policies (*Student Code of Conduct*). Any questions regarding the actions of the officers or security officers may be directed to the Chief of Police, Joel Sanchez at 254-5320.

The Los Fresnos CISD Police Department is a law enforcement agency dedicated to the safety needs of the students and staff. The Los Fresnos CISD Police Officers are commissioned as Texas Peace Officers by the Los Fresnos School District and are licensed by the Texas Commission on Law Enforcement Officer Standards and Education. The Los Fresnos CISD Police Officers work closely with area law enforcement agencies in order to achieve its law enforcement purpose. Additionally, the Los Fresnos CISD Police Officers are service-oriented. This means that they emphasize courtesy, conflict resolution, and assistance while carrying out the traditional duties of police work.

Los Fresnos CISD Police Officers are vested with all rights, privileges, obligations, and duties of Peace Officers in the state of Texas. This means that the Los Fresnos CISD Police Officers have the authority to:

- Arrest
- Issue Citations
- Conduct Legal Searches
- File Criminal Charges
- Enforce School District Policies including the *Student Code of Conduct* (Class “C” Misdemeanor violations)
- Enforce applicable sections of the Texas Education Code.

PLEDGE OF ALLEGIANCE AND A MINUTE OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. [See policy EC Legal for more information.]

PRAYER

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

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the *Student Code of Conduct* as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.
- Parents can assist by keeping emergency care information up to date and by teaching their children rules. Please contact the school nurse to update any information. Having current information will be critical should an accident or injury occur that requires medical attention.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that will help in meeting medical expenses in the event of injury to their child. Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus, the District, under state law, cannot pay for medical expenses associated with a student’s injury.

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers, marshals, or others in charge quickly, quietly, and in an orderly manner. Maps and instructions are posted in each classroom. Become familiar with the procedure in the event there is an actual drill. If exiting the building is necessary, quietly and quickly exit by the route shown on the map.

Emergency School-Closing Information

Rarely is it necessary for the Superintendent to close school because of inclement weather conditions. However, should weather conditions be such that parents suspect that school might be closed, they should listen to local radio and television stations for official announcement by the District. In case of any emergency, the superintendent, or designee, will use the School Messenger System to deliver important messages to all parents whose telephone numbers are available to the schools. Please ensure that your school has your current telephone number. In case of local flooding due to torrential rains, lightning, or high winds, students will NOT be dismissed from school until the District determines it is safe for students to go home. Students may leave school if a parent/guardian personally arrives at the campus to pick them up and follows appropriate check-out procedures.

SCHOOL FACILITIES

Use by Students Before and After School

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

Cafeteria Services

The District participates in the Provision II Universal Feeding Program and offers to students nutritionally balanced lunches daily. The concept of the Provision II Universal Feeding Program is to serve free meals to all enrolled students regardless of income eligibility. Information on this program can be obtained by calling the Director of Child Nutrition, 254-5055. All students must know their school ID number for accountability. At all times, students are expected to clean up after themselves; otherwise, disciplinary action will be taken.

- **Menu Modifications:** The District will provide substitutions in foods for children when a statement signed by a licensed physician supports that need. The statement must identify why the child's diet must be restricted and the food to be omitted or substituted.
- **Texture Modifications:** The District will provide modifications in texture, such as chopped, ground, or pureed foods, only when a recognized medical authority, such as a physicians, physician assistant, nurse practitioner, or registered nurse provides written instructions.
- **Menu Modification Documentation:** All medical statements for the current school year are required. A special diet will not be provided unless the parent is in the process of obtaining the diet order. Verbal request must be followed by the written request within five days. The original will be forwarded to the Director of Child Nutrition, and a copy will be kept with the campus cafeteria manager. Parents must meet with the Director of Child Nutrition to review the diet order and are asked to call 254-5055 at the earliest convenient time.
- **No Charging or Negative Balances Allowed:** Students are encouraged to deposit money into their personal account for purchase of additional meal items. Checks are payable to the 'CAMPUS' Food Service should they like to purchase second meals or buy items a la carte. Prices are: Student's Second Meal: breakfast \$1.75/lunch \$3.00.

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 possible 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 the campus principal if you child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the school hours, and students must secure a teacher pass if they wish to use it during the school instructional periods.

Meetings of Non-curriculum-Related Groups

Student-oriented, 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 found in policy FNAB. 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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before application. All outdoors application will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or want to be notified prior to pesticide application inside their child(ren)'s school assignment area, may contact the Maintenance Director at 233-6325.

Asbestos Management Plan

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Maintenance Department. For more information, parents may contact the Director of Maintenance at 254-5065.

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and in the coming years—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*.

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of the assigned desks and lockers. Students must be certain that the locker is locked and that the combination is not available to others. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, whether or not a student is present. The parent will be notified if prohibited items are found in the student's desk or locker.

Vehicles on Campus

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

Trained Dogs

The District shall use trained, non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF (LEGAL), including drugs and alcohol. This program is implemented in response to drug and safety related goals in District schools, with the objective of maintaining a safe school environment conducive to education.

At any time, trained dogs may be used to sniff backpacks, vacant classrooms, vacant common areas, lockers and vehicles parked on school property. Such visits to schools shall be unannounced. If a dog alerts to a student's belongings, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above and shall specifically notify students that:

- Lockers and student belongings may be sniffed by trained dogs at any time.
- Vehicles parked on school property may be sniffed by trained dogs at any time.
- Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
- If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the *Student Code of Conduct* and will be subject to criminal prosecution when applicable.

Sniffing by trained dogs of cars and lockers does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker or car is allowed only if the dog is reasonably reliable in indicating that contraband is currently present. However, a trained dog sniffing of students does constitute a search and requires reasonable suspicion by the handler of the dog or his designee. (*Horton v. Goose Creek ISD, 609f.2d 470, 5th Cir. 1982*). Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Metal Detectors

As per District policy, students shall be notified at the beginning of each school year that students shall be subject to search by a metal detector on a random basis. [For further information, see policy FNF.]

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Books should be covered by the student, as directed by the teacher, and treated with care. Parents are encouraged to come by and formally check out a 'home set' of textbooks for their child each term. A 'class set' of textbooks is provided for daily use in each teacher's classroom. A student who is issued a damaged book should report the damage to the teacher. Parents will be responsible for the return of the "home set" textbooks or payment for lost textbooks before new textbooks are issued to their child. However, a student will be provided textbooks for use at school during the school day.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request, at least one day before the trip, that the student be released to the parent or to another adult designated by the parent. Parents may not ride school buses.

Buses and Other School Vehicles

The District makes school bus transportation available to all students. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. Further information may be obtained by calling the Transportation Department at 254-5086 or the Transportation Coordinator at 254-5084.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook and the *Student Code of Conduct*. Parents and students must recognize that bus transportation is a District privilege. Any student who violates the bus rules may be denied transportation services and be disciplined as deemed appropriate by the campus principal. Students must follow the bus rules posted on the bus and set as below:

- Cooperate and follow the driver's directions at all times. Behave as in the classroom by following all classroom rules.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Do not deface the bus, van, or its equipment.
- Do not use profane language.

- Do not eat or drink while on the bus.
- Do not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Do not run towards or around the bus.
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.
- Students may be assigned seats and will be expected to ride in their assigned seats every day until the principal changes the seating arrangement.

When students ride in a District van or passenger car, seat belts must be fastened at all times. Misconduct will be punished in accordance with the *Student Code of Conduct*; bus-riding privileges may be suspended.

When a student violates the rules of conduct, the driver will write a bus conduct report. The campus principal may take one of the following actions: (1) confer with student; (2) confer with parent; (3) suspend the student's bus riding privilege. Serious misconduct that endangers the safety of other students or the driver while on route will be reported to law enforcement agencies.

Student Parking Permits & Parking Lot

All students driving and parking vehicles on the campus must have a valid parking sticker. It is to be permanently affixed to the lower right corner of the windshield. To obtain a permit, the student must have a valid driver's license and proof of liability insurance with the student as an insured driver for the vehicle being registered. There is a \$4.00 fee for the parking sticker. Repeated violations may result in the student's vehicle being towed; all subsequent fines and fees shall be the responsibility of the student. Serious disciplinary actions involving student vehicles may also result in the denied privilege of student being allowed to have a vehicle parked on campus or being allowed to access their vehicle during school hours. The following are Student Parking Lot Regulations:

- Upon entering the Los Fresnos High School student parking lot, car stereos volume should not be at a level as to disturb school activities.
- Upon arriving to campus, the vehicle is to be parked, locked; all occupants must leave the car immediately.
- Parking is strictly reserved for students in the Student Parking Lot; no other areas of the campus are to be used or will be subject to towing.
- Parking Lot is off limits during the school day, including the Lunch Breaks.
- Speed Limit in the school parking lots is 15 mph unless otherwise posted.
- Student who registered the vehicle is the only allowable driver of the vehicle while in a school parking lot.
- Safety is of utmost concern; thus, no fast starts, digging out, etc. are allowed.
- Los Fresnos High School is not responsible for vandalism, theft, or damage to the vehicle.
- Vehicles in violation of parking rules and regulations are subject to being towed, wheel-locked, and police citations issued to the driver or the registered student as identified and kept in District records.

VIDEOTAPING OF STUDENTS

For safety purposes, video/audio equipment will be used to monitor student behavior on buses (and in common areas on campus). Students will not be told when the equipment is being used. The principal will review the audio/video recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*. A parent who wants to view a videotape of the incident leading to the discipline of his or her child may request access in accordance with policy FL. Videotaping by parents is permitted only at awards ceremonies and speech events.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first register with campus security and then report to the campus' main office. Visitors must comply with all applicable District policies and procedures. ***The district will use the computerized central database maintained by the Texas Department of Public Safety or any other database accessible to the district to determine whether campus visitors are registered sex offenders. No person who has pled guilty, has pled nolo contendere, has been found guilty of a reportable conviction or adjudication, or is required to register with the sex offender registry may enter or be present on any district campus or property. See Board Policy GKC (LOCAL) for details.*** Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Classroom visitations must be scheduled with the campus principal 24 hours in advance. Visits are limited to 30 minutes unless the principal has made special arrangements. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Students will only be released to the parents/guardians or others listed on the student's information or emergency card.

- Visitors must first sign in with security personnel, who will issue the Visitor's Pass.
- A Visitor's Pass will be given and worn by the visitor.
- Authorized persons wishing to speak with a student must sign in and may do so only in a specified location that can be properly and visually supervised by office personnel.
- Classroom teacher releases student ONLY upon receipt of signed form and/or intercom call to office verifying approval to release student.
- Principal will keep all forms on file for previous and current school year.
- The principal may change visitation guidelines as deemed necessary to provide for the safety of the students, staffs, and visitors.

Visitors Participating in Special Programs for Students

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

SECTION III: PARENT AND STUDENT GENERAL INFORMATION

This section of the Los Fresnos Consolidated Independent School District Student Handbook includes information on topics of particular interest to parents of enrolled students at Los Fresnos High School.

PARENTAL AND SCHOOL COMMUNICATION

Working Together-School & Home

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child. If your child is entering ninth grade, review the requirements of the graduation programs with your child. Monitor your child's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call Los Fresnos High School at 254-5300 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG and contact your campus principal and/or the Parental Involvement Offices at 254-5091.]
- Participating in campus parent organizations. Parent organizations include: Campus P.T.A.'s, Band Boosters, and the Falcon Athletic Booster Club.
- 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 such as the District Educational Improvement Committee, the Superintendent's Committee, or Campus Advisory Committee. [For further information, see policies at BQA and BQB and contact your campus principal or the District Service Center.]
- Serving on the School Health Advisory Council and assisting the District in ensuring local community values are reflected in health education instruction. Contact the District Health Coordinator at 254-5117.
- Attending Board meetings to learn more about District operations. [See policies BE and BED for more information.]

Limited Contact with a Student through Electronic Media

As per district policy teachers and administrators are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities using district telecommunication resources.

Parents Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice of and deny permission your child out of participating in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions

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

As a Parent, you also have a right:

- To request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests that have been administered to your child.
- To request in writing that your child's artwork, special projects, photographs (and the like) not to be displayed on the District's website, in printed material, by video, or by any other method of mass communication.
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- To remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
- To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows. To request that your child be excused from recitation of a portion of the *Declaration of Independence*, State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK.]
- To request a transfer of your child to another classroom or campus if your child has been verified by the principal to have been a victim of bullying as the term is defined by Education Code 25.0341. You may also request a transfer if your child's campus has been identified by TEA as persistently dangerous or if you child has been a victim of a violent offense while in school or school grounds.
- To request in writing, if you are a non-custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FL and FO (LEGAL) and the *Student Code of Conduct*.]
- To grant or deny any written request from the District to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances: When it is to be used for school safety; when it relates to classroom instruction or a co-curricular or extracurricular activity; or when it relates to media coverage of the school.
- To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDD.]
- To request classroom assignment for multiple birth siblings-as a parent, if your children are multiple birth siblings (ie. Twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms.
- Your written request must be submitted no later than the 14th day after the enrollment of your children.
- To review your child's student records when needed. These records include:
 - Attendance records and Disciplinary records
 - Test scores and grades
 - Counseling records,
 - Psychological records,
 - Applications for admission,
 - Health and immunization information,
 - Other medical records,
 - Teacher and counselor evaluations,
 - Reports of behavioral patterns, and
 - State assessment instruments that have been administered to your child.
- To remove your child from **human sexuality instruction**. As a part of the district's *secondary* curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:
 - Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
 - Devote more attention to abstinence from sexual activity than to any other behavior;
 - Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;

- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if included in the content of the curriculum.

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

Human sexuality is taught through the health classes in our middle schools and high school. The approach is biological. Abstinence is emphasized as the preferred choice of behavior.

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

Student and Parents Complaints and Concerns

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

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If unresolved, a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

Limited English Proficient Students

A student with limited English proficiency (LEP) 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 a LEP student.

In order 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 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-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student’s ARD committee will make these decisions.

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and “eligible” students rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.. For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education. The law specifies that certain general information about Los Fresnos CISD students is considered “directory information” and will be released to anyone who follows procedures for requesting it.

“Directory information” includes:

- A student’s name, address, telephone number, and date and place of birth.
- The student’s photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student’s dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school previously attended.
- The student’s e-mail address.
-

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child’s first day of instruction for this school year. [See the acknowledgement form attached to this handbook.]

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights. Federal law requires that, as soon as the student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution,, control of the records goes to the student. However, the parents may continue to have access to the

records if the student is a dependent for tax purposes; and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- .
- District school officials, who have what federal law defines as a “legitimate educational interest” in a student’s records. School officials include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.
- Legitimate educational interest in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an education record to fulfill the official’s professional responsibility.
- Various governmental agencies or in response to a subpoena or court order juvenile service providers.
- A school or institution or postsecondary education to which a student transfers or in which he or she subsequently enrolls.
- Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.
- The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the District not to release their child’s information without prior written consent. A form has been attached for you to complete if you do not want the District to provide this information to military or institutions of higher education.

The 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.

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the District will either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. Release to any other person or agency, such as a prospective employer or for a scholarship application, will occur only with parental or student permission as appropriate.

A parent (or the student if he or she is 18 or older or is attending an institution of postsecondary education) may inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process defined by policy FNG Local.) A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy.

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. The District’s policy regarding student records is available from the principal’s or Superintendent’s office. The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as teachers’ personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

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.

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

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

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the Board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

DAEP stands for a disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. The DAEP will be separated from students not assigned to the program. It will focus on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

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

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

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects.

NCLBA is the federal No Child Left Behind Act of 2001 that, along with other requirements for schools, provides for parent information and opportunities for "opting" their students out of certain activities or surveys.

Personal Graduation Plan (PGP) is a new state requirement for students in middle school or higher who fails a section on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the 5th school year after beginning grade 9.

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

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 by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STAAR Alternate 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 students' ARD committee.

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible student receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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.

State assessment tests are required of students at certain grade levels and in specified subjects. Successful performance is a condition of promotion and the grade 11 exit-level test **or end-of course assessments, when applicable** is a condition of graduation. Students have multiple opportunities to take the tests.

Alternate assessment tests, developed by the state, may be given to students in special education and students identified as LEP.

Student Code of Conduct, developed with the advice of the District-level committee and adopted by the Board, identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a disciplinary alternative education program. It outlines conditions for out-of-school suspension and for expulsion, and states whether self-defense is a consideration in suspension, DAEP placement, or expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is short for the Texas Assessment of Knowledge and Skills, the state's current standardized achievement test given to students in certain grade levels and subjects in grades **10 and 11 and is required for graduation for students at these grade levels.**

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.

TEKS is the Texas Essential Knowledge and Skills and is the state's required and recommended curriculum standards for all academic courses.

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

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

APPENDICES

*Student/Parent Receipt Form

Letter for Parents of System Users

*Student Agreement for Acceptable Use of the Electronic Communications System

*Release Form for the Display of Personal Information

*Pre-AP/AP Course Agreement

Flow Chart for Monitoring Compulsory Attendance Compliance: The Law

Options & Requirements Form for Special Education Assistance

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

*School-Parent-Student Compact

***PLEASE SIGN & RETURN**

Student/Parent Receipt Form

TO BE RETURNED TO CAMPUS IMMEDIATELY

“I understand and consent to the responsibilities outlined in both the Campus Student Handbook and the LFCISD Student Code of Conduct. I also understand and agree that my child, _____, will be held accountable for the behavior and consequences outlined in both the Campus Student Handbook and the *Student Code of Conduct* at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any-school related misconduct, regardless of time or location. I understand that any student who violates the Campus Student Handbook and/or the *Student Code of Conduct* is subject to disciplinary action, up to and including referral for criminal prosecution for violations of the law.”

“Regarding **Student Records**, I understand certain information about my child is considered directory information. Directory information includes student name, address, telephone number, date and place of birth; participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information on my child will be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information within 10 school days of the time this handbook was issued to my child. I have marked through the items of Directory information above that I wish the District to withhold about my child.”

Los Fresnos Consolidated Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the American with Disabilities Act. [See policy FB (Local) for the names of these compliance officers.]

Students and parents/guardians must acknowledge receipt of the Campus Student Handbook and the LFCISD *Student Code of Conduct* and the consequences to students who violate policy by signing and returning this form. Throughout the content of this handbook, any stated references to the word “parent” are also in reference to “legal guardian.”

My child and I have received a copy of the following:

- A copy of the Los Fresnos High School Student Handbook,
- A copy of the LFCISD Student Code of Conduct,
- A copy of the Student/Parent Receipt Form for returning purposes,
- A copy of the Student Agreement for Acceptable Use of Electronic Communication System,
- A copy of the Release Form for the Display of Personal Information,
- A copy of the Pre-AP/AP Course Agreement Form,
- A copy of the Flow Chart for Monitoring Compulsory Attendance Compliance,
- A copy of the Attendance Standards,
- A copy of the Options & Requirements Form for Special Education Assistance, and
- A copy of the Parent’s Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education, and
- Student-Parent-Teacher Compact.

Printed name of Student/Grade Level: _____

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____



*Devoted to Student Success...
Committed to Staff Excellence!*

Letter for Parents of System Users

Dear Parents/Guardians:

Your child has an opportunity to be given access to the District's electronic communications system and needs your permission to do so. Your child will be able to communicate with other schools, colleges, organizations, and individuals around the world through the Internet and other electronic information systems/networks.

The Internet is a network of networks. Through the District's communications system, your child will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed District policy, administrative regulations, and agreement form and discuss these requirements together. **Inappropriate system use will result in the loss of the privilege to use this educational tool.**

Please be aware that the Internet is an association of diverse communication and information networks. While the District is required by federal law to use technology protection measures to limit access to material considered harmful or inappropriate to students, it may not be possible for us to absolutely prevent such access. Despite our best efforts and beyond the limits of filtering technology, your child may run across areas of adult content and some material you might find objectionable.

Please return the attached agreement form indicating your permission or denial of permission for your child to participate in the District's electronic communications system.

Sincerely,

LFCISD Administration



Los Fresnos CISD Student Agreement for Acceptable Use of the Electronic Communications System

Students, You are being given the opportunity for access to the District's electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries, and computer services around the world. With this educational opportunity comes responsibility. It is important that you read the District policy, administrative regulations, and agreement form and then ask questions if you need help in understanding them. **Inappropriate system use will result in the loss of the privilege to use this educational tool.** Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across areas of adult content and some material that you (or your parents) might find objectionable. While the District will be use filtering technology to restrict access to such materials, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use as listed below.

RULES FOR APPROPRIATE USE

- You may be assigned an individual account, and you are responsible for not sharing the password for that account with others.
- The account is to be used only for identified, educational purposes.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access should you violate any of these rules.
- Remember that people who receive email from you with a school address link might think that your message represents the school's point of view.
-

INAPPROPRIATE USES

- Using the system for any illegal purpose.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Borrowing someone's account without permission.
- Posting personal information about yourself or others (such as: addresses and phone numbers)
- Downloading or using copyrighted information without permission from the copyright holder.
- Intentionally introducing a computer virus into the computer system.
- Posting messages or accessing materials that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another person's reputation or illegal.
- Wasting school resources through the improper use of the computer system.
- Gaining unauthorized access to restricted information or resources.
-

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system
- Revocation of the computer system account
- Other disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.



Los Fresnos CISD Student Agreement for Acceptable Use of the Electronic Communications System

The student agreement must be renewed each academic year.

Student

Print Name: _____ Date: _____

School: _____

I understand that my computer use is not private and that the District will monitor my activity of the computer system. I have read the District’s electronic communications system policy and administrative regulations and agree to abide by these provisions at all times. I understand that violation of these provisions may result in suspension or revocation of the systems access and/or any other disciplinary or legal actions in accordance with the Student Code of Conduct and applicable laws.

Student
Signature: _____ Date: _____

Parent/Guardian

I have read the District’s electronic communications system policy and administrative regulations. In consideration of the privilege of my child using the District’s electronic communications system, and in consideration of having access the public networks; I hereby release the District, its operators, and any institutions with which they are affiliated with from any and all claims and damages of any nature arising from my child’s use of, or inability to use, the system including, without limitation, the type of damage identified in the District’s policy and administrative regulations.

(Please select one choice below).

- I do give permission for my child to participate the District’s electronic communications system and certify that the information contained on this form is correct.
- I DO NOT give permission for my child to participate in the District’s electronic communications system and certify that the information contained on this form is correct.

Signature of
Parent/Guardian: _____ Date: _____

Home
Address: _____

Home Telephone
Number: _____



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

I, _____, **give / do not give (circle one)** my permission for certain personally identifiable information about my child or a photograph of my child to be electronically displayed and produced by the District.

RELEASE OF "DIRECTORY INFORMATION"

Regarding student records, federal law requires that "directory information" on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of the time this handbook was given to my child. I have marked the box below to inform the District as to my decision concerning this manner.

Directory information ordinarily includes the student's name, address, telephone number, E-mail address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in schools, and most recent previous school attended.

- NO, I DO NOT** want my child's **PERSONAL** directory information released.
- YES**, I agree to the release my child's **PERSONAL** directory information.

PHOTO/VIDEO RELEASE FORM

Photos taken of students are strictly for the purpose of either individual private use or use by the District in public announcements such as: District newsletter, campus bulletin boards, school-related websites, etc. Videotaping by parents is permitted only during awards ceremonies, students' performances, field trips or field days with video release form.

- Yes**, I grant permission to use photo(s) / video recording of my child.
- No**, I do not want my child's picture on any school publication or video.

Print Name of Student: _____

Signature of Parent: _____ **Date:** _____

**PRE-ADVANCED PLACEMENT and ADVANCED PLACEMENT (AP) PROGRAM
EXPECTATIONS AND COURSE AGREEMENT**

Course Title: _____ Student's Name: _____

College Board AP Courses challenge and enrich motivated, college-bound students to expand their education beyond the typical secondary program. Courses are taught using college level curricula materials and strategies that will prepare students to take College Board Advanced Placement Examinations. Success requires student commitment to the expectations of the Pre AP/AP program. Other characteristics include content immersion, a fast pace, and performance assessed at the analysis and synthesis levels.

Students will be expected to learn, analyze, synthesize, think critically; budget time effectively (daily homework); develop successful study skills; commit to a daily academic action plan; engage in electronically-assisted research and/or communications; develop advanced content area vocabulary; utilize community resources; develop multi-media and oral presentation skills; and commit to an agreement supporting the Pre AP/AP Program and expectations. Typically, successful Pre AP/AP students are task-oriented, proficient readers who are able to prioritize their time and who have parental, teacher, and administrative support.

Parents and students are to read the attached course overview and core reading list for _____ before signing this course agreement. This Pre AP/AP course will be taught at a preparatory college level/college level and pace appropriate to the grade level as respectively outlined by the College Board. Please contact the counseling office if you wish to discuss a Pre AP/AP course.

STUDENT: I agree to organize my time and effort to complete successfully the above-named Pre AP/AP course. I have read the course overview and program agreement, understand the workload, and agree to the requirements of the class.

PARENT: I agree to the above Pre AP/AP course requirements and to help my son/daughter organize study time in support of class assignments. I will notify the teacher immediately of any concern(s) that I have relating to the Pre AP/AP class or to my child's progress. I have read the course description and agree to the requirements of the class.

TEST PARTICIPATION: All students enrolled in Pre AP classes will take the final Pre AP exams. Furthermore, all students enrolled in AP classes will take the AP exam(s) in their respective area(s) of study.

ADMISSION POLICY: A student attending Los Fresnos CISD will be expected to enroll in this course within the first two days of the term. If a student transfers to Los Fresnos CISD from another District and has been involved in a commensurate program, the student will be enrolled in the appropriate Pre AP/AP course. If not, the student will be enrolled in a regular course and will be able to transfer into the Pre AP/AP program the following term.

WITHDRAWAL: Students and parents will be advised within the first, three weeks if the student's work is not adequate or passing. Student progress after the first three weeks will be reported with the regular report card cycle.

A student may withdraw or may be withdrawn from a Pre AP/AP class only during the fourth week after the third week reporting period or during the tenth week after the ninth week reporting period.

Note: At the end of any 3 week or 9 week grading period, if the student is not performing at an acceptable level (ex: failing class), student progress will be reviewed by a committee consisting of the teacher, counselor, and campus administrator. The committee may then make recommendations for the student to be removed from the Pre AP class.

HONOR CODE: Occasionally, students will be given projects or exams that must be completed outside of class. All students will be expected to do their own work. This class will be conducted under an honor code. If a student breaks this code, he/she may be removed from the course and/or lose Pre AP/AP credit.

PLACEMENT REVIEW: If a student fails to comply with the terms of this agreement, the student's participation may be reviewed by a campus Pre AP/AP committee to determine continued participation or appropriate placement. A student may appeal the process for placement through a conference with the student's parent/guardian, the teacher, the appropriate counselor, and the principal or principal's designee.

Signed _____ (student) Printed Name: _____ Date: _____

Signed _____ (parent) Printed Name: _____ Date: _____

**Flow Chart for Monitoring Compulsory
Attendance Compliance**

daily as per campus monitoring program.



Three days or parts of days absent within a 4 week period require a mandatory and immediate referral to the campus years attendance administrator/designee.



The campus attendance administrator /designee will:

- 1) issue an Attendance Notice,
- 2) document the campus conference, &
- 3) issue a Court Warning Notice.



At the fifth (5) unexcused absence, the campus administrator/designee will:

- 1) place the student on an Attendance Contract,
- 2) document the conference, &
- 3) send notification to the parent/guardian.



After ten (10) days of absences within a six (6)

Campus attendance administrator/designee will:

- 1) submit a "Thwarting Compulsory Attendance" compliant to the District Service Center Attendance Office.



The LFCISD District Service Center Attendance office will file the "Thwarting Compulsory Attendance" complaint in the appropriate Justice Court.

LFCISD Compulsory Education: The Law

Sec. 25.085(a) A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided.

Sec.25.085(b) Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six of age and has previously been enrolled in first grade, and who has not yet reached the child's 18th birthday shall attend school.

Sec.25.085(c) On enrollment in prekindergarten or kindergarten, a child shall attend school.

Sec.25.087(a) Unless specifically exempted by Section 25.086, a student enrolled in a school District must attend an extended-year program for which the student is eligible that is provided by the District for students identified as likely not to be promoted to the next grade level or tutorial classes required by the District under Section 29.84.

Sec.25.087 (a) A child required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the child is enrolled. month period, the

Sec. 25.093(a) If a parent of a child required to attend school fails to require the child to attend school as required by law, the school attendance officer shall warn the parent in writing that attendance is immediately required.

Sec. 25.093(b) If, after a warning under Subsection (a), the parent with criminal negligence fails to require the child to attend school as required by law and the child has unexcused absences for the amount of time specified under Section 51.03(b)(2), Family Code, the parent commits an offense.

Sec. 25.093(e) An offense under this section is a class C misdemeanor and is punishable by a fine. Each day the child has been order to attend school by the juvenile court may constitute separate offense.



*Devoted to Student Success...
Committed to Staff Excellence!*

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

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

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the District. Additionally, the notice must inform the parents how to obtain a copy of the *Notice of Procedural Safeguards – Rights of parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: Home Campus Administrator/Principal: _____

Phone Number: Home Campus Main Phone Line: _____

Please feel free to utilize this form at any point of the school year, **when you feel it is necessary** for your child.



*Devoted to Student Success...
Committed to Staff Excellence!*

**PARENT’S RESPONSE REGARDING RELEASE OF STUDENT INFORMATION TO
MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION**

Federal Law requires that the District release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the District, unless the parent or eligible student directs the District not to release information to these types of requestors without prior written consent. [See Release of Student Information to Military Recruiters and Institutions of Higher Education on page 41 for more information.]

Parent: Please complete the following only if you DO NOT want your child’s information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student’s name), request that the District NOT release my child’s name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Campus: _____

Printed Name of Student: _____

Parent’s Signature: _____

Date: _____

Please feel free to contact the campus principal for more information.