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MISSION STATEMENT
Our mission is to provide a quality educational experience resulting in socially responsible lifelong learners.

CAMPUS PHILOSOPHY
The Los Fresnos CISD Middle Schools are committed to the belief that teachers, administrators, parents, and students work together to provide students the best educational program possible. To afford students this opportunity, we believe that the instructional program must be of the highest quality to give students sufficient skills, knowledge, wisdom to think for themselves, and the skills to become problem-solvers. It is our belief that the instructional program must be evaluated and assessed on a continuous basis through a formal and informal evaluation process. We believe that for a quality instructional program to be effective, it must be supported with firm, fair, and consistent discipline. This is essential to provide a safe and structured environment that is conducive to learning.

We also believe that for our campuses to be successful, we must recognize the emotional and social needs of all students, including the at-risk student. The instructional program will place emphasis on increasing student achievement, thereby, increasing the students’ sense of self-worth and need to belong, which will allow them to be responsible for their actions and be productive members of society.

The Middle Schools will accomplish these tasks through strong instructional leadership, instructional focus, high expectations for students and staff, positive school climate, effective discipline, and quality instructional and family engagement programs.

CAMPUS VISION STATEMENT
We will achieve high student success through collaborative decision-making, active family engagement, continuous staff development and instructional improvement, self-esteem enhancement, attendance of all participants, and commitment to a total quality education in a way that:

• Utilizes measurement data to bring continuous improvement,
• Empowers students to become self-disciplined and self-motivated learners,
• Rewards outstanding contributions by teachers and students,
• Provides flexibility for the varying needs of students via flexible scheduling and innovative classroom strategies,
• Ensures increased family engagement.

Our goal is to ensure that all students have access to an education of high quality that will prepare them to participate fully as lifelong learners in social, economic, and educational opportunities.

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

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Marlen Anaya, Human Resource Director, 956-254-5000; 600 N. Mesquite St. Los Fresnos, TX 78566. ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Marlen Anaya, 956-254-5000; 600 N. Mesquite St., Los Fresnos, TX 78566. All other concerns regarding discrimination: See the superintendent, Dr. Gonzalo Salazar, (956) 254-5000; 600 N. Mesquite St. Los Fresnos, TX 78566. [See policies FB, FFH, and GKD.]
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 work ‘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)
PREFACE

To Students and Parents:

Welcome to the 2019-2020 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Los Fresnos CISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

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 on the District website at www.lfcisd.net, and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

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.

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The District reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or District policy, the Student Handbook does not create any additional rights for any students or parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the District.

If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Also, please complete and return to your child’s campus, the forms included in this handbook or provided in the forms packet distributed at the beginning of the year or upon the student’s enrollment.

1. Acknowledgment Form OR acknowledgment of Electronic Distribution of Student Handbook;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and

References to policy codes are included so that parents can refer to current board policy. The District’s official policy manual is available for review in the District administration office, and an unofficial electronic copy is available at www.lfcisd.net.
Student Enrollment Policy
The Texas Education Agency (TEA) requires that all parents or guardians enrolling a student present proof of the student’s identity, age, and residency or other eligibility for enrollment.

Documentation for Residency
A student is entitled to enroll in Los Fresnos CISD if the student is living in the district. TEA requires Los Fresnos CISD to verify, on enrollment, that a student is living in the district. Examples of methods of verifying residency include: utility bill receipts, lease information, verification with designated district personnel that the applicable residence is within the boundaries of the district.

Documentation of Identity and Age
A parent or guardian who is enrolling a student has up to 30 days (up to 90 days for a child not born in the United States) from the date of enrollment to provide proof of the student’s identity and age. Any one of the documents in the following list is acceptable for proof of identity and age: birth certificate, statement of the child’s date of birth issued for school admission purposes by the division of the Texas Department of State Health Services responsible for vital statistics; driver’s license; passport; military ID card; hospital birth record, adoption records, church baptismal record, school ID (records or report card), any other legal document that establishes identity. Additional requirements apply for students under 11 years of age that are enrolling in the school for the first time. For more information, contact the Los Fresnos CISD PEIMS Office at 956-233-6995.
SECTION I: PARENTAL RIGHTS  This section of the Los Fresnos CISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

FAMILY ENGAGEMENT

Working Together
Both experience and research tell us that a child’s education succeeds best when there is 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.
- Ensure that your child completes all homework assignments and special projects. Be sure your child 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.
- Discuss with the counselor or principal any questions you may have about the options and opportunities available to 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 the school office where your child is enrolled 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 contact the Family Engagement Director at 956-254-5091.]
- Participating in campus parent organizations, such as PTA.
- Offering to serve as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. [For further information contact the Family Engagement Director at 956-254-5091.]
- Offering to serve on the School Health Advisory Council (SHAC) and assisting the District in ensuring local community values are reflected in health education instruction.
- Attending board meetings to learn more about District operations.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

PARENT and FAMILY ENGAGEMENT POLICY ACTION PLAN

I. The Los Fresnos CISD, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School-Parent-Student Compact. The Policy will set expectations and establish a framework for quality parental involvement participation.

This will be achieved as part of the district’s improvement plan process. The district values the role that parents play as their children’s first teacher and the influences of their continued support toward their children to meet the state’s student performance standards.
The following policy is in compliance with the legal requirements of the Every Student Succeeds Act (PL114-95, Section 1116)(a)(2). This policy will be available to all parents of Los Fresnos CISD.

II. The Title I Family Engagement Policy and School-Parent-Student Compact will be reviewed and distributed to parents during the first twelve weeks of the school year through registration, on Meet the Teacher nights, Parent Academic Conference meetings, PTA meetings, special called meetings or other campus-level initiatives.

III. The School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state’s high standards. An annual review and revision, if necessary, will be part of the district and campus-level plan process. Parents are urged review the compact with their child. At the elementary level, teachers will have a conference with each parent during the first twelve weeks of school to discuss their child’s progress and how the compact can support the student’s success.

IV. All parents will be invited to an annual Title I public meeting to be held in the first nine weeks to inform parents of the district’s participation in Title I, Part A and its requirements. The parents will be informed of their right to be involved. This information is available through our district’s website and is made available at any time at the parent’s request.

V. The District will offer meetings at a variety of times to accommodate parents and families (am and pm). The District will offer a flexible number of committees such as:
   a) District Advisory Council (DAC): This district committee helps plan Family Engagement special events throughout the district
   b) Parent Academic Council (PAC): This campus level council listens to initiatives by administration. They share information with the community and bring back information to the campus.
   c) Campus Advisory Committee (CAC): This campus level committee is made up of teachers, community members, local business representatives and parents. They help revise the campus improvement plan and they deal with large expenditures.
   d) Parent Teacher Association/ Organization (PTA/PTO): This association consists of parents, teachers and administrators who discuss ways to promote quality education and work to provide students a safe and healthy environment.
   e) Other special called committees may be created according to the district’s needs. These committees will allow parents to help in the planning, revision, and evaluation of Title I, Part A programs. They will also participate in the revision of the district and campus level Family Engagement Policies and School-Parent-Student Compacts.

VI. The school district will make every effort to communicate with parents information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, proficiency levels students are expected to meet, an “adequate yearly progress” (AYP). All information
oral or written related to school parent programs will be provided in a format and language that the parents can understand.

VII. The District will build strong partnerships with parents by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will equip families with tools to enhance and extend learning. The district will assist parents in understanding the state’s academic content and achievement standards, state and local assessments and how to monitor their children’s progress. These opportunities will be addressed through the parental participation in the DAC, PAC, PTA, CAC, special-called meetings, other committees and parent trainings. Families are provided opportunities to engage in at-home learning with their children through information presented in newsletters, online technology, social-media, Parent-Family-Teacher conferences and other school related events. The district shall provide materials and training to help parents work with their children to improve their children’s achievement. The district will also provide parenting skill workshops, literacy programs (such as GED and ESL classes), and presentations. The district will ensure that volunteer forms are readily available at each campus for parent volunteer opportunities.

VIII. The district will establish a network of community resources. It will coordinate and integrate family engagement programs and activities with Head Start, Communities in Schools (CIS), and other community agencies. By establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies the district will be able to support the needs of parents and families.

IX. The district will ensure full opportunities for the participation of parents of children with limited English proficiency, learning disabilities and parents of migratory children by assuring that notices, newsletters, information and reports are in a format in a language that the parents understand.

X. The district will provide essential professional development for educators in understanding the importance of communication and engagement with families.

XI. The District Advisory Council will meet annually to evaluate the content and the effect of the district Family Engagement Policy and practices. They will also consider:
   • Increasing parent involvement
   • Identifying barriers that limit parent participation
   • Identifying ways to overcome barriers which may limit participation by parents
   • Review and revision of Family Engagement Policy
   • Review and revision of School-Parent-Student Compact
   • Academic quality of Title I, Part A schools

XII. The annual evaluation finding will be used to revise and design parent policy practices and strategies to improve parental involvement. This District wide Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs. The school district will disclose
this policy to all parents of participating Title I, Part A children on or before the end of the first six weeks of the school year.

**CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

**Consent to Conduct Psychological Evaluation**
A District employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

**Consent to Display a Student’s Original Works and Personal Information**
Teachers may display students’ work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the District will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the District’s Web site, a website affiliated or sponsored by the District, such as a campus or classroom website, and in Districted publications, which may include printed material, video, or other method of mass communication.

**Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**
State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

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

**Limiting Electronic Communications with Students by District Employees**
As per District policy, teachers and other approved employees are permitted by the District to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

However, instant or text message sent to an individual student are only allowed if a District employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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

**Objecting to the Release of Directory Information**
The Family Educational Rights and Privacy Act, or FERPA, permits the District to disclose appropriately designated certain “directory information,” from a student’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student’s name and photograph posted on a district-approved and managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information” will be released to anyone who follows procedures for requesting it.
However, a parent or eligible student may object to the release of any or all directory information regarding a student’s directory information. 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 “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in this handbook].

As allowed by state law, the district has identified two directory information lists – one for school sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of member of athletic teams; student identification number or identifies that cannot be used alone to gain access to electronic education records. If you do not object to the use of your child’s information included on the directory information response form, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs. For all other purposes, directory information shall include student name and grade level. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

**Participation in Third-Party Surveys**

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

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

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

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

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

As a parent, you have a right to receive notice and opt 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. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.
REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction
As a part of the District’s 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
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, 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 schools. 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.

Reciting a portion of the Declaration of Independence in Grades 3-12
You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK.]

Reciting the Pledges to the U.S. and Texas Flags
As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows. [See policy EC.]

Religious or Moral Beliefs
You may remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious 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 state law.

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

The school may also offer tutorial services which students whose grades are below 70 will be required to attend.
Also refer to policies EC ad EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.

**RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

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

You are also entitled to request the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student’s teacher.

**Notices of Certain Student Misconduct to Noncustodial Parent**
A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child’s misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct.]

**Participation in Federally Required, State-Mandated, and District Assessments**
You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

**STUDENT RECORDS**

**Accessing Student Records**
You may review your child’s student records, which include: Attendance records, Test scores, Grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law, and state assessment instruments that have been administered to your child, and teaching materials and tests used in your child’s classroom.

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

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

  Family Policy Compliance Office
  U.S. department of Education
  400 Maryland Avenue, SW
  Washington, DC 202002-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and “eligible” students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the District must verify the identity of the person, including a parent or the student, requesting the information.
Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. Federal law requires that, as soon as 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.

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

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

- When District school officials have what federal law defines as a “legitimate educational interest” in a student’s records. School officials include board members and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff (including District health or District medical staff); a person or company with whom the District has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. Legitimate educational interest in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an education record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorize representatives of various governmental agencies, including juvenile service provider, the U.S Comptroller General’s office, the U.S. Attorney General’s office, the U.S Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school District/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs, or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the District discloses information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate. When the student reaches 18 years of age, only the student has the right to consent to release of records.

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent office is 600 N. Mesquite, Los Fresnos, TX 78566.
A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. A request to clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District denies the request to amend the records the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination 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.

[See FINALITY OF GRADES at FNG (LEGAL).

The District’s policy regarding student records found at policy FL is available on the District’s website at www.lfcisd.net.

The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as 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.

**Teacher and Staff-Professional Qualifications**

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualifications 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 whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

**STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

**Children of Military Families**

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation Requirements.
- In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the District. The District will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th, day before deployment or no later than the 30th, day after the parent’s return from deployment. Additional information may be found at Military Family Resources at the Texas Education Agency.

**Parental Role in Certain Classrooms and School Assignments**

**Multiple Birth Siblings**

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

**Safety Transfers /Assignments**

As a parent, you may:

- Request a transfer of your child to another classroom or campus if your child has been determined by the principal to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Principal for information.
- Consult with District administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
• Request a transfer of your child to attend a safe public school if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while in school or school grounds. [See policy FDE.]

Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to 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. If the victim does not wish to transfer; the district will transfer the assailant in accordance with policy FDE.

Service /Assistance Animal Use by Students
A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal at least ten District business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)
A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student does only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the District’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another District but does not meet the graduation requirements of the receiving District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District.

Students Who are Homeless
Children who are homeless will be provided flexibility regarding certain district provisions, including:

• Proof of residency requirements;
• Immunizations requirements;
• Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during period of homelessness;
• Credit-by-examination opportunities;
• The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
• Eligibility requirements for participation in extracurricular activities; and

Graduation requirements,

If a student in grade 11 or 12 is homeless and transfers to another school District but does not meet the graduation requirements of the receiving District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

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

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

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

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

Note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts schools must still comply with all federal prior written and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or school to respond within the 15-school –day timeline

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

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

Instead, the general timeline of the 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Dr. Griselda Wells, Special Education Director at 956-254-5100.

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

Contact Person for Section 504 Referrals
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Dr. Griselda Wells, Special Education Director at 956-254-5100.
[See also Students with Physical or Mental Impairments Protected under Section 504].

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:
- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First
Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education
The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Students Who Receive Special Education Services with Other School-Aged Children in the Home
If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the District is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

Students Who Speak a Primary Language Other than English
A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected under Section 504
A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.
[See policy FB]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for more information.]
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section should you be unable to find the information on a particular topic, please contact your campus administrator.

ABSENCES/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 works hard to also provide attendance incentives, recognitions and honors to those students and campuses that achieve outstanding attendance percentages for each marking period. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with the required – presence of school-age children in school, e.g., compulsory attendance, the other with how a student’s attendance affects the award of a course credit, are of special interest to students and parents. Each is discussed in the following sections.

Compulsory Attendance

Between Ages 6 and 19

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

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

Exemption to Compulsory Attendance

All Grade Levels

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,
• Documented health-care appointments, for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival return to campus and
• For students in the conservatorship (custody) of the state,
• An activity required under a court-ordered service plan; or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

An absence of a student in grades 6-12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the District.

Failure to Comply with Compulsory Attendance

(All Grade Levels)

School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from school; from any class; from required special programs, such as additional special instruction (termed “accelerated
instruction” by the state) 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.

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

Between Ages 6 and 19
When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the District will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the District will also be initiated.

The truancy prevention facilitator for the District is Mr. Reynaldo Buendia. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in the appropriate court if the student is absent without excuse from school on ten or more days or more days or parts of days within a six-month period in the same school year.

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

Attendance for Credit (Courses for High School Credit)
At the Middle School campuses, students who enroll in a course that would award them high school credit are subject to following legal requirements, or they shall jeopardize their opportunity to earn the high school credit all together. Currently the following courses are offered for high school credit:

Algebra I, Art I, Touch Systems Data Entry, Spanish I, Intro to World Ag Science, Gateway I and Introduction to Computer Science I

To receive credit or a final grade 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 or final grade 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 or final grade lost because of absences.

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

- If makeup work is completed, absences for the reasons listed above at Exemption to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of final grade. [See policy FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- 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 or a final grade.

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

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

**Official Attendance-Taking Time (All Grade Levels)**
The District must submit attendance of its students to the Texas Education Agency reflecting attendance at a specific time each day. The official attendance is taken every day at 10:45 am, which is during second instructional hour as required by state rule. A student absent for any portion of the day, including at the official attendance-taking time, should provide the school a parent’s note or a doctor’s note for the absence. A note signed by the student, even with the parent’s permission, will not be accepted--Follow the procedures below to provide documentation of the absence.

**Documentation after an Absence**
When a student is 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 or is an emancipated minor under state law. A phone call from the parent may be accepted, but the District reserves the right to require a written note.

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

The Los Fresnos CISD Attendance Department 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 consequences for failure to comply with the Compulsory Attendance Laws Cameron County Justice of the Peace - will be assisting the District in this endeavor and enforcement, which is in the best interest of the students. Please see Appendices attachments for copy of the forms that will be utilized for serious violations of the Attendance Laws.

**Doctor’s Note after an Absence for Illness**
Within two days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from an U.S. licensed doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

**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, (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%.
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 child may only be released to the person(s) specified on the student’s Enrollment/Emergency Card. It is the responsibility of the Parent/guardian to update the information card. Proper picture identification will be required. Secretary/Office clerk will ask the parent/visitor to complete the “Request for Temporary Removal of a Student From Class” form. The campus administrator or his/her designee must sign the completed form before permission is granted for removal. Teachers will not release students without authorization from the campus office. 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.

U.I.L. School Week
For the purpose of UIL eligibility and definition, the school week is defined as beginning at 12:01 am on the first instructional day of the calendar week, and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)
Los Fresnos CISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

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

Information about all of these can be found on the District’s website at www.lfcisd.net. Hard copies of any reports are available upon request to the District’s administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

AWARDS AND HONORS (All Grade Levels)
The Los Fresnos Middle Schools have one event to recognize their outstanding academic students: The Awards Assembly.

The Awards Assembly is an activity in which the top academic students are honored. This activity is held in May and students and parents/guardians are invited. Academic areas that are honored are: Top Ten 8th, 7th, 6th graders, All-A Honor Roll, A/B Honor Roll, award recipients, any state finalists, and the Duke University TIP Awards.

An Honor Roll 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 earn As in all courses taken for each marking period. To qualify for the A/B Honor Roll, a student must earn at least three As in core classes (ELA, Reading, Social Studies, Math, Science), with no grade less than a B, in all courses taken for each marking period.

BULLYING (All Grade Levels)
Bullying is prohibited by the Los Fresnos Consolidated Independent School District. (FFI Local)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:
- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational processor the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

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

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

Any retaliation against a student who reports an incident of bullying is prohibited. (FFH Local)

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that the student be transferred to another classroom or campus within the District.

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

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

CELEBRATIONS (All Grade Levels)
Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See Food Allergies]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)
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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.
Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, 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 or other maltreatment, 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 (DFPS) also manage early intervention counseling programs. To find out what services may be available in your county, see: Texas Department of Family and Protective Services Programs Available in Your County.

Be aware that children and adolescents who have experienced dating violence may show show similar physical, behavioral, and emotional warning signs.

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources

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 Texas Abuse Hotline Website).

CLASS RANK

At the middle schools, students who are the 8th, 7th, and 6th grade are ranked. The purpose for the ranking is to determine the Top Ten 8th, 7th, and 6th graders to be honored at the Awards Assembly. The system used is as follows:

- Grades from core courses (Reading, English Language Arts, Math, Science, and Social Studies) in 6th, 7th, and 8th grade (up to and including the 3rd marking period) are averaged.
- Students taking 6th – 8th Honors courses earn an extra 10 points for Honor Roll, ranking, and extracurricular participation only.
  The actual grade earned is reported on the report card and on the permanent record.

CLASS SCHEDULES

The Los Fresnos CISD Middle Schools follow a seven period day, each 55 minutes in length. It is mandatory that each student be enrolled in the five core courses: English Language Arts, Reading, Math, Science, and Social Studies. The other courses will be determined by the student for elective choices or determined by the campus administration based on student academic and state assessment performance or legislative requirements.

COMMUNICATIONS—AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child’s school when a phone number previously provided to the district has changes.

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

Nonemergency

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

COMPLAINTS AND CONCERNS (All Grade Levels)

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 board has adopted a standard complaint policy at FNG (LOCAL) in the District’s policy manual available on the district’s website at www.lfcisd.net. A copy of the complaint forms may be obtained in the principal’s or Superintendent’s office or on the District website at www.lfcisd.net. Should a parent or student feel a need to file a formal complaint, the parent or student should file a District complaint form within the timelines established in policy FNG (LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If not resolved at the campus level, the parent may request a conference with District Administration. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

CONDUCT (All Grade Levels)
Applicability of School Rules

Students are expected to behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for facilities is essential to the maintenance of facilities, safety, order, and discipline. Attending all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class is expected of all students. Students are to be well-groomed and to follow the uniform policy accordingly.

As required by law, the District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior—both on and off campus as well as on District vehicles—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. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the District amends either or both documents for the purposes of summer instruction.

The District has disciplinary authority over a student in accordance with the Student Code of Conduct. Students who have committed offenses necessitating formal removal from their home campus may be removed to either the LFCISD Disciplinary Alternative Education Program (DAEP) within the District or the Cameron County Juvenile Justice Alternative Education Program (JJAEP) located in San Benito, Texas in accordance to the Student Code of Conduct. For information regarding policies and procedures, please contact the DAEP 956-254-5370 at any time or consult local policy for Disciplinary Removals at www.lficsd.net.

A copy of the Student Code of Conduct is provided to students. Teachers will also advise students of class rules.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each campus is your campus Assistant Principal. Please contact your campus principal for more information.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package such as a forgotten lunch for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

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

• Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
• Interference with an authorized activity by seizing control of all or part of a building.
• Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
• Use of force, violence, or threats to cause disruption during an assembly.
• Interference with movement of people at an exit or an entrance to district property.
• Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
• Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
• Interference with the transportation of students in vehicles owned or operated by the district.

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

Academic Dishonesty/Cheating/Plagiarism
Academic dishonesty, cheating or plagiarism is not acceptable. Cheating includes the copy 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.

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 uses 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.

COUNSELING
Academic Counseling
The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

Personal Counseling (All Grade Levels)
The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should make an appointment with the counselor’s clerk. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. [Also see Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support and Child Sexual Abuse and Other Maltreatment of Children and Dating Violence.]

CREDIT BY EXAMINATION— If a Student Has Taken the Course/Subject (All Grade Levels)
A student who has previously taken a course or subject (but did not receive credit or final grade for it) may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the District’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework
due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. [For further information, see the school counselor and policy EHDB (LOCAL).]

**CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION**

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The only examinations offered by the District are approved by the District’s board of trustees. The dates on which examinations are scheduled during the 2019-2020 school year will be published in appropriate District publications and on the District’s website. The only exceptions to the published dates will be allowed when an exam (approved by the LFCISD Board) is only offered on an alternate date, or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. During each testing window provided by the District a student may attempt a specific exam only once.

The tentative dates on which exams are scheduled during the school year include:

<table>
<thead>
<tr>
<th>Testing Session</th>
<th>Deadline for Application*</th>
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</thead>
<tbody>
<tr>
<td>October 7 and 8, 2019 at 4:30 PM</td>
<td>September 6, 2019 (Noon)</td>
</tr>
<tr>
<td>Nov. 11 and 12, 2019 at 4:30 PM</td>
<td>October 11, 2019 (Noon)</td>
</tr>
<tr>
<td>February 10 and 11, 2020 at 4:30 PM</td>
<td>Jan. 10, 2020 (Noon)</td>
</tr>
<tr>
<td>April 27 and 28, 2020 at 4:30 PM</td>
<td>March 27, 2020 (noon)</td>
</tr>
</tbody>
</table>

*Check with your campus counselor for applications.

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

No fee shall be charged for an examination for acceleration provided by the District; however, a refundable deposit of $25.00 for each exam requested shall be required. The deposit shall be forfeited for any exam requested but not completed by the student. As per recent legislation, the passing score required to earn credit on an exam is 80 on approved tests. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s course sequence, the student must complete the course.

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 on honors recognition.


**Students in Grades 6-12**
A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designate sore on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy the District’s policy is available on the District’s Web site at [www.lfcisd.net](http://www.lfcisd.net) . (See policy FFH)

**Dating Violence**
Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates and intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

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

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening 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.

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

**Sexual Harassment and Gender-Based Harassment**
Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student is prohibited.

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

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidation conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Retaliation**

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

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

**Reporting Procedures**

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

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

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

**Investigation of Report**

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

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

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

If the District’s investigation indicates that prohibited conduct occurred, appropriate disciplinary 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.

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

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).
DISTANCE LEARNING
All Grade Levels
Distance learning and correspondence course include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provide through the Texas School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject graduation requirements or subject mastery.

Texas Virtual School Network (TxVSN)
The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules [Also see Extracurricular Activities, Clubs, and Organizations]. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the Office of Academics at 956-254-5000.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)
School Materials
Publications prepared by and for the school may be posted or distributed, with prior approval by the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

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

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

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

From Others
Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the
District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the 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 policy DGBA, or GF.] Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct.

Materials displays without approval will be removed.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place (in accordance with state law).

All non-school materials distributed under these circumstances must be removed from District property immediately following the event at which the materials are distributed.
DRESS AND GROOMING (All Grade Levels)

The District’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. At the Principal’s discretion, any article of clothing that is deemed inappropriate will not be permitted.

- All students must follow the campus-standardized dress code. The Student Dress Codes will be strictly enforced. The Los Fresnos Middle School student dress standards consist of:
  - Liberty Memorial MS – Red Shirts and Khaki or Navy Pants
  - Los Cuates MS - Navy Blue Shirts and Khaki or Navy Pants
  - Resaca MS - Forest Green Shirts and Khaki or Navy Pants

Dress Code and Uniform Policy Attire will be as follows:

<table>
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<tr>
<th>TOPIC</th>
<th>GUIDELINES</th>
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| Hair       | • Hair should be clean, well-groomed and not cover eyes or interfere with eyesight. Male’s hair is not to extend beyond the collar, or obstruct vision. Hair should meet standards on natural fall (without hair products). Hair should not extend beyond the middle of the ear.  
  • No distracting hairstyles (i.e. Fohawks/Mohawks, Bursts, Man Buns, Mullets), **including designs/symbols/initials cut into hairstyle or eyebrows**, will be permitted. Hair height cannot exceed 2 inches.  
  • Males will not be allowed to dye/highlight their hair.  
  • Females will not be permitted to utilize, different color extensions, or distracting color/chemical treatments. Unnatural hair colors will not be permitted.  
  • Ponytails, braids, mushroom cut or the like, etc. for males will not be allowed.  
  • No sideburns below the ear lobes will be allowed. They are to be square cut across the bottom and not flared.  
  • 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 facial hair, beards or mustaches for males will be permitted. All males must be clean shaven.  
  • No hair curlers, rollers, nets, hair pick, etc. will be allowed without special permission or school function. |
| Headwear   | • No distracting headbands or bandanas are permitted or to be shown.  
  • No type of headgear including caps, visors, hats, stocking-type, nets, hoodies, etc. |
| Footwear   | • Shoes must be worn at all times.  
  • Metal taps/tips, flip flops, sliders, house shoes, “heelies” (shoes with wheels) are not permitted, high heels shoes. |
| Clothing   | • Red, navy blue, or forest green polo (color respective to campus) type of shirt must be worn and tucked in, making the beltlines visible at all times.  
  • Pullover jackets will not be allowed.  
  • Khaki or blue pants/shorts with belt are allowed. Pants with elastic gathering at ankle or French cut style will not be allowed.  
  • Belt recommendations include leather-types or tightly woven materials. Belts with metal studs or inappropriate wording will not be permitted.  
  • Skirts and shorts are to be no more than 4” above the knee. All pants, shorts, skirts, and other bottoms must be worn at waist level. When wearing bottoms with belt loops, belt must be worn inside the loops.  
  • Extracurricular uniforms that do not meet dress code may not be worn during the instructional day.  
  • 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).
- Khaki-colored culottes/skorts/jumpers are permitted as determined by the principal provided they meet the fingertips as the arms are by the student’s side.
- 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 holes or that reveals underwear, cleavage, or torso is prohibited.
- Shirts, tank tops, sleeveless shirts or vests that expose the underarm are not to be worn as outer garments for males.
- Shirts shall be comfortably buttoned provided that chest is not exposed;
- Dresses, skirts, or slits shall be no more than four inches above the top of the knee.
- Students will be allowed to wear blue jeans or jean shorts with a school spirit shirt on Fridays. Distressed style jeans are not allowed.
- Frayed clothing/clothing that appears to be torn with patches is not allowed.
- Full length trench coats and blankets are not permitted.

### Earrings/Piercing & Accessories
- Girls are allowed to wear earrings, studs, and the like on the ear lobe only (no more than 2 piercings on ear lobes will be allowed).
- They are not to be worn on the nose, lips, tongue, and eyebrows, bellybuttons, etc. Multiple piercings are not allowed. Ear gauges and spikes will not be allowed
- Boys are prohibited from wearing earrings, studs, strings, straws, spacers, or any bandage covering piercing, etc. on the ears, nose, lips, tongue, eyebrows, etc.
- Body piercing or any bandage covering body piercing is prohibited for all students. (No strings or any bandage cover will be allowed.)
- Dog collars, chains, spiked jewelry, or wallet chains are prohibited.
- 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.
- Accessories, such as bracelets, with lewd, offensive, vulgar, obscene or that advertise or depict Playboy, drugs, tobacco, alcohol, or other prohibited substances are prohibited.

### Tattoos
- Tattoos must be covered with clothing/bandages.

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

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)**

**Possession and Use of Personal Telecommunication Devices Including Mobile Telephones**

The Los Fresnos CISD Bring Your Own Device (BYOD) initiative allows students to bring and use their own personal electronic devices at school. BYOD is not about the devices themselves; it is about creating constructive change in teaching practices and empowering the students to make decisions regarding how they will learn in class. LFCISD has launched the Bring your Own Device (BYOD) initiative to allow students to bring their electronic devices to class for academic use under teacher supervision. Daily decisions about the use of electronic devices in the classroom are at the teacher’s discretion and should be based on the current student instructional needs. Students
will connect the devices to LFCISD’s wireless network. The BYOD initiative applies to all subject areas for Kindergarten through grade twelve.

Examples of possible use include: taking notes, using the calendar to keep track of assignments, research: use the internet to investigate questions/find strategies; calculator; E-readers, including all devices containing e-reading apps/capabilities such as Kindle, Nook, iPad, Sony, laptops, tablets, and smart phones: Anytime the class is allowed to read students may use their e-reading devices; photos (taking photos for class projects and class notes on the board): videos/video projects, videotaping lectures for study or for a student who is absent); creating multimedia projects; access online instructional curriculum programs. (See BYOD Handbook in appendix.)

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

Additionally, telecommunication devices used without proper authorization will be subject to the following procedures:

- The first time a student’s cell phone, or other electronic device, is confiscated; the student/parent would receive a warning. Parents must retrieve 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. 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 is not responsible for damaged, lost, or stolen telecommunications devices.

**Acceptable Use of District Technology Resources**

District-owned technology resources for instructional purposes; may be issued to individual students. Use of these technological resources, which include the District’s network systems and use of District equipment, is restricted to approve 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 in accordance with the Student Code of Conduct may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child “Before You Text” Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the District’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.
ENGLISH LEARNERS
A student who is an English learner (ELL) is entitled to receive specialized services from the District. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both District personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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 section, may be administered to an English learner or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)
Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Transportation is provided after school. School buses leave the Middle School parking lot at approximately 6:00 pm in the afternoon. Supervision is provided up to the time the students board the bus.

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

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. An extracurricular activity is an activity sponsored by the UIL, the school District, and Board of Trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills, but it may have an indirect relation to some of the curriculum.

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

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

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

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

- A student who receives at the end of a marking period a grade below 70 in any academic class—other than an advanced placement or an honors course in English language arts, Reading, mathematics, science, social studies, or a foreign language—may not participate in extracurricular activities for at least three school weeks with the exemption of Honors courses.

- Waivers for advanced classes may be considered for a grade of 60 and above. Students can use the waiver one time per marking period, per course.

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.
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
- Personal physical education and athletic equipment and apparel
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards
- Fees for lost, damaged, or overdue library books or textbooks
- Fees for driver training courses, if offered
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUND-RAISING
Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

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

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

Report Cards/Progress Reports and Conferences
Report cards with each student’s grades or performance and absences in each class or subject are issued to parents once every marking period.

Report Cards
1. A student report card is a permanent record of a school year and should be prepared carefully and professionally.
2. All grades must be recorded in the District approved official computerized grading program with a weekly update. The official grade book will be the District approved computerized grading program.

3. If a student transfers into the school from another school in the District or from another accredited school, the grades-in-progress from the sending school will be used to calculate the student’s grade as appropriate. Grades from both schools will be averaged to determine final yearly average for the permanent record card.

4. If a student has been absent or has not been in attendance in a school for at least 90% of the time the classes were offered, grades will not be marked for that grading period. Grades will be marked incomplete.

5. Computerized positive and constructive comments will be utilized each reporting period. Major concerns should be dealt with through parent conferences.

**Progress Reports**

All students will receive a 3-week progress report. The student shall sign teacher documentation upon receipt of notification of his/her grade. [See Local Board Policy EIA.]. Reports are intended to inform parents and students in time for deficiencies to be corrected. If the student receives a grade lower than 75 in any class or subject during a marking period, the teacher will request a conference with the parent.

**Conferences**

The administration will designate parent-teacher conference (PAC) days or Open House conference days on the District’s calendar. Additional opportunities for parent-teacher conferences 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 campus administrator. A parent who wishes to confer directly with a teacher may call the office for an appointment during the teacher’s conference period or to request that the teacher call the parent during a conference period or other mutually convenient time.

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may use an electronic program to communicate academic information about your child including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

**Grades per Marking Period**

**Daily work counts as forty percent (40%) of the marking period grade.** This must include a minimum of ten (10) daily grades, quizzes, homework assignments, teacher observations, skill demonstrations, etc. The teacher may have the option of dropping the lowest grade if a student has more than ten grades.

**Major work counts as sixty percent (60%) of the marking period grade.** A minimum of four (4) major grades, which may include unit, chapter, and/or skills exams, is required. Other major assignments may include projects, multiple-draft compositions, journals, oral presentations, etc.

At least four of the “daily work” grades and one of the “major work” grades must be recorded by the end of the three week grading period. At least 7 of the daily work grades and 2 of the major work grades must be recorded by the end of the six week grading period. All students will receive a 3-week progress report. 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.

<table>
<thead>
<tr>
<th>Total Grades due by 3rd Week</th>
<th>Total Grades due by 6th Week</th>
<th>Total Grades due by end of marking period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 daily / 1 major</td>
<td>7 daily / 2 major</td>
<td>10 daily / 4 major</td>
</tr>
</tbody>
</table>

Students enrolled in Algebra I (or any high school credit class) in middle school will be administered a midterm examination at the culmination of the 2nd 9 week grading period and a final exam at the culmination of the 4th 9 week grading period. The midterm will be
a comprehensive examination covering the student expectations prescribed by the state and the district for the 1st and 2nd 9 week grading periods and must consist of a written-response question(s) worth a minimum of 20% of the final midterm grade. The final exam will be a comprehensive examination covering the student expectations prescribed by the state and the district for the 1st, 2nd, 3rd, and 4th 9 week grading periods and must consist of a written-response question(s) worth a minimum of 20% of the final exam grade. A majority of the questions on the final exam will come from the 3rd and 4th 9 week grading periods. Final semester exams do not require reteaching or retesting.

The Algebra I course will be divided into two semesters. The first semester will consist of the 1st and 2nd 9 week grading periods and the second semester will consist of the 3rd and 4th 9 week grading periods.

The semester grading policy for Algebra I (or any high school credit class) at the middle school level is as follows:

- Marking Period Grade Percentage: The marking periods will be weighed at 80% of the total semester grade.
- Semester Exam Grade Percentage: The final exam/midterm will be weighed at 20% of the total semester grade.
- Yearly Average/Grade: Both semester grades will be averaged for a yearly grade.

**Makeup Work**

Make-up work or tests will be permitted for all excused absences including school-sponsored activities. Students have one day for make-up for each day absent. (Example: one day absent = one day for make-up, three days absent = three days for make-up.) The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB.] A student who does not make-up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Students who are absent from school for school-related events, performances, activities, etc. which are known about beforehand, must make arrangements with their teachers for their assignments and tests prior to the absence. Class assignments must be made up the following day, and tests are made up on a timeline set by the teacher. However, a student should not expect makeup work and tests to be identical to that done in class. If the student is only absent on the previously announced test day, the student will be expected to take that test on the day he/she returns. If a student has been absent the day before the test only, and if nothing new has been covered, the student will also be expected to take the test at the regularly scheduled time. When the student has been absent two or more days, arrangements must be made with the teacher for a retesting date.

Work assigned prior to an absence is due when the student returns. Any long-term assignments which may have been assigned at least one week in advance are due on the stated date; otherwise, they are subject to the following: (1) ten point penalty for each day late, and (2) teacher’s discretion for an extension of due date based upon individual circumstances. It is the teacher’s responsibility to set a time for making up tests, and the student’s responsibility to take the test at that time. If the student fails to do so, the teacher is not obligated to set another time for the make-up.

For any class missed (i.e. 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.

Honors/AP courses will follow guidelines stipulated in the Honors/AP contract and the campus approved course syllabus. 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.

**Assessment Methods**

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

<table>
<thead>
<tr>
<th>Traditional essay Examination with general questions</th>
<th>Essay Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-answer, objective tests or quizzes</td>
<td>Problem-situational tests</td>
</tr>
<tr>
<td>Projects or independent study</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Compositions appropriate to the subject</td>
<td>Analysis of creative products</td>
</tr>
<tr>
<td>Skill demonstrations or performances</td>
<td>Daily recitations or papers</td>
</tr>
</tbody>
</table>
Independent practice and homework
Cooperative group projects and labs

Teacher observations
Computer-assisted instruction

Benchmark/Diagnostic Assessment testing: Benchmark/diagnostic assessment tests shall be used as a major grade only to replace the lowest major grade in the marking period when the benchmark/diagnostic grade is higher than the lowest major grade.

In testing, the following are not acceptable procedures: (1) an all objective test or an all Scantron test, excluding STAAR formatted exams, (2) one question test, (3) test grade covering different material substituted for a missed retest and/or previous test, and 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.

The checklist can be abbreviated as: ✓+= 90 to 100 = A ✓ = 80 to 89 = B ✓ = 70 to 79 = C ✓-= 60 to 69 = F

Grading criteria for all assignments must be issued in advance or at the time of the assignment and/or test. Assessments for special education students will be done in accordance with the student’s IEP’s. 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. parent attendance at open house/parent fairs, food drive contributions, positive or negative behavior).

Reteaching/Retesting
Reteaching/retesting shall occur in any area where a student has not demonstrated mastery. Reteaching and retesting shall be required only for students not mastering concepts specific to identified TEKS. The teacher shall return all material and required correctives designed to prepare the student for reassessment within a week from the day of initial evaluation. Daily work, quizzes, homework, skill demonstrations, etc. do not require reteaching if student did not earn a passing grade.

Reteaching may be documented in lesson plans and shall occur before retesting is administered. Teachers shall plan for reteaching at the same time they are planning initial instruction. When this is done, alternative instructional strategies are immediately available, if needed. However, the teacher shall be able to explain that reteaching occurs regularly and how he/she is doing this rather than by showing extensive documentation. Students need to be retested only one time for each test failed.

Reteesting shall be documented by entering the grade for retests in the grade book. The highest grade given for a retest shall be 70. A student must request, within 5 days, the opportunity to retest and must meet the following requirements before retesting: (1) shall attend class prior to retesting, (2) shall participate actively in class discussion and activities, (3) shall complete remedial homework assignments on time, and (4) shall attend tutorials with subject area teacher or shall complete any assigned remediation. (Semester exams and finals do not qualify for retesting.)

A student who meets the criteria detailed in the grading guidelines shall have 5 school days to redo an assignment or retake a test for which the student received a failing grade [EIA Local].

Incomplete Grades
“I” is an incomplete grade. Incomplete assignments shall be turned in within 5 days of the end of the marking period. Incomplete work due to absence, refer to the make-up guidelines. 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.

The only situation 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 reason 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 the 3rd week of the first marking period, or the missing work will be given zero credit and averaged with other work.

**Student Transfers: Out-of-District Transfers and Enrollment**
A student who transfers to the Los Fresnos CISD from another District may be enrolled in a course which he/she was not taking previously if a student is enrolled in the new course during the first fifteen days of the nine-week grading period. The student will be required to make up the missed work based upon the teacher’s discretion. Migrant students shall follow migrant policy.

**In-District Transfers**
All students of the District must abide by the Attendance Zoning Policies adopted and approved by the Board of Trustees. For questions on appropriate campus attendance and zoning areas, parents/guardians may contact their campus PEIMS clerk or the District’s PEIMS Department at 254-6995.

**Transfers and Grades**
If a student transfers into the school from another school within the District or from another accredited school, the grades-in-progress from the sending school will be used to calculate the student’s grades as appropriate.

**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. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation, and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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.

**HEALTH RELATED MATTERS**

**Student Illness**
When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules.

To protect other students from contagious illnesses, students ill with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a communicable or 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 District is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these notifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.
If a student has a temperature over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

**Bacterial Meningitis (All Grade Levels)**

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

- **What is meningitis?**
  Meningitis is an inflammation of the covering of the brain and spinal cord. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- **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 2 years old) and adults with meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. 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. They are spread when people exchange respiratory or throat secretions (such as by kissing; coughing, or sneezing).

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

- **How can bacterial meningitis be prevented?**
  Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

  There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccine are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- **What should you do if you think you or a friend might have bacterial meningitis?**
  You should seek prompt medical attention.

- **Where can you get more information?**

  Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of Health...
Services to ask about meningococcal vaccine. Additional information may also be found at the Websites for the Centers for Disease Control and Prevention (CDC), the Department of Health Services, and Texas Department of State Health Services.

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

**Viral Meningitis**

Meningitis is an infection of the membranes surrounding the brain and spinal cord. People sometimes refer to meningitis as spinal meningitis. Meningitis can be caused by a virus or by non-viral agents (such as bacterium or a fungus). Different viruses can lead to viral meningitis.

According to the Centers for Disease Control and Prevention (CDC) most viral meningitis cases in the United States and particularly during summer and fall months are caused by enterovirus. Only a small number of people with enterovirus infections develop meningitis.

Other viral infections that can lead to viral meningitis include mumps, infection with herpes family viruses (such as Epstein-Barr virus, herpes simplex viruses and Varicella-zoster virus- the cause of chickenpox and shingles), measles, and influenza.

**Organism:** Most viral meningitis cases are caused by a virus.

**Transmission:** The different viruses that can cause viral meningitis can be spread to other people in many ways. The most common viruses are spread through direct or indirect contact with saliva or mucus from the nose or lungs. Viruses can also spread when a person comes in contact with feces or an infected person such as when changing a diaper or using the toilet.

**Symptoms:** Aseptic viral meningitis is serious but rarely fatal in healthy people with normal immune systems. Usually symptoms last from 7 to 10 days and the patient recovers completely. They may experience headache, neck stiffness, sensitivity to light, increased sleepiness, unresponsiveness, fever, nausea, vomiting, and lack of appetite.

**Prevention:** Avoid close contact with people who are sick, stay home from work, school and errands when sick, cover your nose with a tissue when coughing or sneezing, wash your hands often, avoid touching your eyes, nose or mouth. Keep current on recommended vaccinations.

**Food Allergies**

The District requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please submit the food allergy form located in the Appendix along with the U.S. licensed doctor’s diagnosis and documentation for a treatment plan. Also, please contact the school nurse or Principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The District has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has an allergy that puts the student at risk for anaphylaxis, individual care plans will be developed using the doctor’s instructions to assist the student in accessing safe school environment. [See Policy FFAF] The district requests notification of any non food allergy, that if exposed to, could result in dangerous or possible life threatening reactions either by inhalation, ingestion, or skin contact with allergen.

**Head Lice**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headbands. Students who have head lice are not excluded from attending school.

If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to inform parent of the presence of the lice and discuss a plan for treatment with FDA-approved medicated shampoo or cream rise that may be purchased from any drug or grocery store. The student will be sent home for the presence of live lice until one medicated treatment has been applied. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the
treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at Managing Head Lice.

(See policy FFAA.)

**Physical Activity Requirements**

In accordance with policies at EHAB, EHAC, EHBG, and FFA the District will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters. Students who are not able to comply with this policy must provide a doctor’s excuse after two days of nonparticipation.

For additional information on the District’s requirements and programs regarding middle school student physical activity requirements please see the principal.

**Temporary Restriction from Participation in Physical Education**

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

**School Health Advisory Council**

Information regarding the District’s School Health Advisory Council, including the number of meetings scheduled or held during the year is available from the principal, the District Health Services Coordinator at 956-254-5118, or the Director of Child Nutrition at 956-254-5060.

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

**Student Wellness Policy/Wellness Plan**

Los Fresnos CISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact your campus principal with questions about the content or implementation of the District’s wellness policy and plan.

**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, every effort will be made to contact individuals identified on the emergency card. If an emergency arises, the student will be transported to the emergency room by ambulance. 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. Phone numbers should be updated as necessary.

**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 to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines**

The District has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the Director of Child Nutrition at 956-254-5060.

**Tobacco and E-Cigarettes Prohibited**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes) or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.
The District and its staff strictly enforce prohibitions against the use of tobacco products, e-cigarettes or any other electronic device, by students and all others on school property and at school-sponsored and school-related activities.

**Asbestos Management Plan**
The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District’s Asbestos Management Plan is available in the Maintenance Department office. If you have any questions, please contact the Director of Maintenance at 956-254-5065.

**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 variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions and want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the Director of Maintenance at 956-254-5065.

**HOMELESS STUDENTS**
You are encouraged to inform the District if you or your child are experiencing homelessness. District staff can share resources with you which may be able to assist you and your family.

For more information on services for homeless students, contact the District’s:

- Homeless education liaison: Jerri Gomez, Family Engagement Director, (956) 254-5091.
- Concerns and coordination of services for parents of students participating in Title I programs: Jerri Gomez, Family Engagement Director, (956) 254-5091.

**IMMUNIZATION**
A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. This statement must be renewed yearly. 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. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarizations. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required or medically contraindicated or 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 Department of Health Services Web site: Texas School & Child Care Facility Immunization Requirements.]

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**
When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:
• The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
• The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
• The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

**Students Taken into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student’s identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive from a juvenile court to take a student into custody.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a 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.
- All appropriate District personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

**LFCISD Police Department**

The Los Fresnos CISD Police Officers will 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 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 violation)
- Enforce applicable sections of the Texas Education Code.

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.
- If the student becomes ill during the school day and the school nurse or other District personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time During the School Day
Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

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

LOST AND FOUND
A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The District discourages students from bringing to school personal items of high monetary value, as the District is not responsible for lost or stolen items. The campus will dispose of LOST and found items at the end of each semester.

MAKE UP WORK
Make-up work or tests will be permitted for all excused absences including school-sponsored activities as per Board Policy EIAB.

- The teacher shall not impose a grade penalty for make-up work after an unexcused absence [EIAB Local]. Students have one day to “make-up” work for each day that they were absent. (Example: one day absent = one day for make-up, three days absent = three days for make-up.)
- The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. In following the above timeline, teachers may accept work past the deadline and assign a late penalty for any project in accordance with time lines approved by the principal and previously communicated to students.
- A student who does not make up assigned work will receive a grade of zero for the assignment.
Students who are absent from school for school-related events, performances, activities, etc. which are known beforehand, must make arrangements with their teachers for their assignments and tests prior to the absence. Class assignments must be made up the following day, and tests are made up when the teacher schedules the test make-up. However, a student should not expect makeup work and tests to be identical to that done in class. If the student is only absent on the previously announced test day, the student will be expected to take that test on the day he/she returns. If a student has been absent the day before the test only, and if nothing new has been covered, the student will also be expected to take the test at the regularly scheduled time. When the student has been absent two or more days, arrangements must be made with the teacher for a retesting date. The student is responsible to make these arrangements with the teacher.

Work assigned prior to an absence is due when the student returns. Any long-term assignment which may have been assigned at least one week in advance are due on the stated date; otherwise, they are subject to the following: (1) ten point penalty for each day late, (2) teacher’s discretion for an extension of due date based upon individual circumstances. It is the teacher’s responsibility to set a time for making up tests, and the student’s responsibility to take the test at that time. If the student fails to do so, the teacher is not obligated to set another time for the make-up.

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. The District shall not impose a grade penalty for make-up work after an absence because of suspension [IEIAB Local]. 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.

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

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

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 or doctor’s order 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 that medication and dosage needs to be age appropriate. **Note:** Insect repellent is considered a nonprescription medication.
- A signed note must come from the parent or guardian with instructions as to when medication is to be administered. Any doctor prescribed medication must be accompanied by doctor’s orders. Contact your school nurse for the appropriate form.
- Medication must be brought and picked up by an 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, Epi-pens, etc.) while in school or in school-related activities and events, shall be reviewed. Students must demonstrate to their physician and to the school nurse, which will then be documented in the student health record, if they are able to self-administer administration as prescribed. Consideration will be given to the safety of all students.

• 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 along with all required forms.

• For off campus travel medications: Any medication that is taken outside the regular school day will require a doctor’s order. The parent will be required to bring a doctor’s order for any new medication to be administered during the off campus travel time. A medication administration form will also need to be signed by parent for that medication. Please contact your school nurse with any questions.

• Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering any anabolic steroids. Anabolic steroids are for medical use only, and only a physician can prescribe use.

• Herbal or dietary supplements provided by the parent will be dispensed by the nurse only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with school nurse. Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the District is made aware of any safety and medical issues.

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

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

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

**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 policy FFAC.]

**NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination and as required by law, The Los Fresnos Consolidated Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.
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, including sexual harassment or gender-based harassment: Ada Amaro-Sibaja, Executive Director of Support Services,
- Special Services Director, for concerns regarding discrimination on the basis of disability: Dr. Griselda Wells, Special Education Director, 956-254-5100
- All other concerns regarding discrimination: See the superintendent, Gonzalo Salazar 956-254-5000.

[See policies FB, FFH, and GKD.]

**PHYSICAL EXAMINATIONS/HEALTH SCREENINGS**

**Athletics’ Participation**
A student who wishes to participate in, or continue participation in, the District’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

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

**Spinal Screening Program**
School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is to controlling spinal deformities.

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

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

**Other Examinations and Screenings**
Students are required to undergo a risk assessment for type 2 diabetes at the same time the District screens students for hearing and vision issues, or for abnormal spinal curvatures.

All students entering District schools for the first time in any grade shall provide evidence of having received tuberculosis screening in accordance with regional and county health department guidelines. Also see policy FFAA.

**PLEDGE OF ALLEGIANCE AND A MINUTE OF SILENCE**
Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

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

**PRAYER**
Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.
PROMOTION AND RETENTION
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. 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 = Above average 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.

Promotion to the next grade level occurs when the student satisfactorily completes any four of the five of the core subjects indicated and obtains an overall average of 70 for all courses taken. The five core subjects are English Language Arts (ELA), Reading, Math, Science, and Social Studies.

Any middle school student who has successfully completed courses equivalent to high school courses will receive high school credit for such courses and may advance on to subsequent following courses. These courses are offered at a level equivalent to the standards of high school expectations; therefore, credit awarded and/or credit denials must follow established regulations and requirements.

The following courses are offered at the middle school for high school credit:

- Algebra I (requires EOC state assessment),
- Art I, Touch Systems Data Entry, Spanish I, Principles of Agriculture, Gateway I, and Introduction to Computer Science.

In order to be promoted, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District’s local standards for mastery and promotion.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 6-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will able administered a state mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

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

Certain students – some with disabilities and some with classified as English Language learners – may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.
Foundation Graduation Program
Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript.

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

A personal graduation plan will be developed for each entering high school student in the 8th grade who is subject to the requirements of the foundation graduation program. The District encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

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

- 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 administrators, 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
The District does not provide Accident Insurance for students. 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 the District, under state law, cannot pay for medical expenses associated with a student’s injury. A parent who desires insurance coverage for his/her child is responsible for obtaining coverage, paying insurance premiums and for submitting claims through the insurance agent of their choice. Each school year parents have the opportunity to purchase low-cost accident insurance that will help in meeting medical expenses, in the event of injury to their child. Applications for Student Accident Insurance are sent home to the parents at the beginning of each school year and are also available at the Principal’s office.
Health Insurance
The Patient Protection and Affordable Care Act of 2010 requires that all persons, including school-aged children, have health insurance. The District does not provide health insurance for students. Parents are encouraged to include their children under their health insurance policy or to apply for the Texas Children’s Health Insurance Program (CHIP). Please call the Texas Health and Human Services Commission at 1-800-647-6558 for information about CHIP.

Preparedness Drills: Severe Weather and Other Emergencies
From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the command is given or alarm is sounded, students need to quickly and quietly follow the direction of teachers or others in charge in an orderly manner. Evacuation maps and routes are posted in every classroom.

Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent (Student Emergency Card) 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 (Student Emergency Card). Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

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

In case of local flooding due to torrential rains, lighting, 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.

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

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. Additional information may be located online at: www.lfcisd.net

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

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 behavior for extracurricular participants established by the sponsor for extracurricular participants.
Use of Hallways During Class Time
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.

Cafeteria Services
The District participates in the Provision II Universal Feeding Program and offers students nutritionally balanced meals daily. Provision II enables us 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 at 956-254-5055. 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 and modifications in texture for children when a diet order is received from a recognized medical authority such as a physician, physician assistant, nurse practitioner or registered nurse. The signed statement must support the need. The statement must include the reason for the restriction(s) and the food(s) to be omitted or substituted.

- **Menu Modification Documentation:** Updated medical statements are required every school year and must be submitted to the campus nurse. Parents must contact the campus nurse, Child Nutrition Dietitian or Child Nutrition Director at 254-5055 at their earliest convenience to initiate a special diet menu request. A special diet menu will not be provided unless the parent is in the process of obtaining the Diet Order. A verbal request must be followed by a written request within five days. An original request submitted to the nurse will then be forwarded to the Director of Child Nutrition and Dietitian. Once the Diet Order is submitted for approval, parents or guardian must make themselves available to meet, communicate or answer any questions regarding the special diet menu request if needed.

- **No Charging or Negative Balances are 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.

The district follows all applicable federal and state guidelines regarding competitive foods served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

A parent may bring a meal for their child’s personal consumption. A parent, group of parents, teacher or class sponsor cannot provide a meal for students or class during the regular school day.

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.

School-sponsored Field Trips
The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student’s medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

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

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

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

Searches in General
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.

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

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

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

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

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF (LEGAL) and Electronic Devices and Technology Resources on page 58 for more information]

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

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

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.
Trained Dogs
The District will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened. such as in a classroom, locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

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 FN.F.]

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

Honors Program
The Honors courses teach and reinforce crucial academic skills to the greatest possible number of students beginning in the middle school years. The Honors Program prepares a growing number of students for the challenges offered by Advanced Placement (AP). Honors is a concentrated effort to fulfill the College Board’s mission to champion educational excellence for all students. It provides a curriculum that includes a wider range and greater depth of subject matter than that of regular courses and that prepares students for college level work and AP examinations. The goal is to provide more students the opportunity to prepare for more challenging courses while there is still time to make a difference. While Honors is locally developed, its courses are designed to meet the needs of the Discovery students. Nominations will be completed by April 1st, and students will be identified by the end of the school year.

Students are subject to the Honors Course Contract.

Migrant Program & Policy
The District assures that high-quality and comprehensive educational programs for migratory children exist in order to help reduce the educational disruptions and other problems that may result from migratory moves. The District and Campus staff will ensure that migratory children are provided appropriate instructional and support services that address their special needs in a coordinated and efficient manner so that they successfully meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. Under no circumstances should a migrant student, due to migration, be denied the opportunity to complete courses for semester grades and/or credit.

Attendance: The late entry and/or early withdrawal of migrant students are recognized as extenuating circumstances in terms of attendance. Therefore, migrant students with less than 90% attendance may receive semester credit.

Credit through available services/programs: The Migrant student’s campus Counselor will work to identify effective strategies and services to assist each Migrant student in meeting State and District grade level curriculum and/or graduation requirements. The strategies will include options for the completion of work missed due to late entry and/or early withdraw, monitoring Migrant students' academic progress, Tier I, tutorial services, applicable Title I programs, advanced academics, special education, gifted and talented education, Career Technology Education, language programs, electives, and counseling programs.

Late Entry: Migrant students entering school late may be eligible for semester credit in a course if: (1) they make-up and successfully complete all course work and assignments required by the teacher; and/or (2) demonstrate mastery at 70% or above of the TEKS by passing equivalent examinations for the course.

Early Withdrawal: In order to receive credit for the second semester, Migrant students must attend school through the end of the first,three-week cycle of the last marking period and demonstrate mastery (70%) of the TEKS. Students must complete all course work and assignments required by the teacher, and take a semester and/or final examination for the course. A Migrant student who withdraws before the District’s approved early withdrawal date must enroll in another school to complete the requirements for the course(s) or semester.
Grades: Issuance of grades will be reserved for the teacher of record. 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 late or withdraws early, an incomplete grade should be issued until such time as the student completes assignments and/or demonstrates mastery. The incomplete grade 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. Tutorial sessions are recommended to prepare for the test.

For campus programs, services, and assistance available for Migrant students, contact the campus Dean of Instruction/Instructional Officer or Counselor.

For supplemental services available for Migrant students, contact the Migrant Specialist at 956-233-6945 or the Director of Federal Programs at 956-254-5024.

STANDARDIZED TESTING
STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8
Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. the Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment
Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8
- End of Course by subject area, grades 9-12

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

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.
In order for students to do their best on any test, they must be comfortable and alert. Parents are encouraged to be aware of their child’s schedule and to assure that the child: a) has a good night’s sleep, b) eats a good breakfast, and c) dresses for the weather or for the temperature inside the testing location.

STERIODS
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 IN FOSTER CARE
In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the District.

Please contact Sandra Ruiz, who has been designated as the District’s foster care liaison, at 956-254-5095.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION
If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children’s mental health and substance abuse intervention services on its Web site: Services for Children and Adolescents.

SUICIDE AWARENESS
The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255

SUMMER SCHOOL
Summer school for middle school students is for the purpose of accelerated instruction when the students do not meet passing standards in the state-mandated assessments. Students, who are identified as Limited English Proficient or who did not master one of the sections of the state assessments, may be recommended for summer school attendance for further instructional assistance with parental approval.

TARDIES
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 and/or the after-school detention will be assigned one day of In-School Suspension (ISS). If a student misses more than 25 minutes of a 65 minute class, the student will 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.

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

TRANSFERS
The principal is authorized to transfer a student from one classroom to another.
[See Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services.]

**TRANSPORTATION**

**School-Sponsored**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be permitted to ride with the parent or an adult designated by the parent. Parents may not ride school buses.

**Field Trips**

All students attending field trips, events, and/or end-of-the-year activities must be cleared by all club sponsors and school-related organizations. Items included, but not limited to are: outstanding library books, textbooks, PE clothing/equipment, and outstanding club-sponsored money. All such items must be returned, paid, and/or cleared prior to attending the event. Failure to do so may prohibit the student from participating in the privileged event.

For off-campus travel medications: Any medication that is taken outside the regular school day will require a doctor’s order. The parent will be required to bring a doctor’s order for any new medication to be administered during the off-campus travel time. A medication administration form will also need to be signed by parent for that medication. Please contact your school nurse with any questions.

**Buses and Other School Vehicles**

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the District’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

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 956-254-5086 or the Transportation Coordinator at 956-254-5084.

Students are expected to assist District staff in ensuring that buses and other District vehicles remain in good condition and that transportation is provided safely. When riding in District vehicles, 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 that code of 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.
- Enter and leave the vehicle 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 vehicle or its equipment.
- Do not use profane language.
- Do not eat or drink while on the bus.
- 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 vehicle.
- Not possess or use any form of tobacco on any District vehicle.
- 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.
- Follow any other rules established by the operator of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times. TEC Sec. 34.012 requires that a student riding a bus operated by or contracted for operation by the district must wear a seatbelt, if the bus is equipped with seat belts for all
passengers on the bus. If a student does not comply with this requirement, student will not be provided transportation and/or disciplinary consequences will be given in accordance with the Student Code of Conduct.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a District vehicle, including a school bus, may be suspended or revoked. 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, or (3) suspend the student’s bus riding privileges. Serious misconduct that endangers the safety of other students or the driver while on route will be reported to law enforcement agencies.

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

VIDEO CAMERAS
For safety purposes and discipline purposes, video/audio equipment may be used at random 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 tapes 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 in the District’s policy manual and/or on www.lfcisd.net. Videotaping by parents is permitted only during awards ceremonies, speech events, on field days and/or on athletic competitions.

In accordance with state law, a parent of a student who received special education services, a staff member [as this term is defined by law], a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self contained special education classrooms. The district will provide notice before the district places a video camera in a classroom or other setting in which your child receives special education services. Please speak with the principal to coordinate the implementation of and compliance with this law.

VISITORS TO THE SCHOOL
General Visitors
Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable District policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. 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. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the principal’s office first. 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 who are listed on the student’s information card or emergency card.

• Visitors must report to front office and asked to sign in the LOG BOOK.
• 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.

• Principal will keep all forms on file for previous and current school year.
Unauthorized Persons
In accordance with Education Code, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

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

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

Visitors Participating in Special Programs for Students
On any special program related to postsecondary opportunities, the District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers
We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our District and students. If you are interested in volunteering, please contact the Principal’s office, for more information and to complete an application.

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 and to prevent parental delays in wait time. A withdrawal form may be obtained by the parent from the principal’s office.

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 a parental signature.

Withdrawing from School for Non-Attendance
When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawals forms are available from the principal’s office. Please provide the school at least three days so that records and documents may be prepared.

The District may initiate withdrawal of a student for non-attendance under the following conditions: (Policy FEA Local)

- The student has been absent ten consecutive school days; and
- Repeated efforts by the attendance officer and/or campus principal or 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 period 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.
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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

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 day the class is offered. Under guidelines adopted by the Board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for 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.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act

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.

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

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a disciplinary alternative education program (DAEP), ISS removes the student from the regular classroom.
Personal Graduation Plan (PGP) is required for high school students and is for any student in middle school 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 fifth school year after he or she begins grade 9.

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

SAT refers to the 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.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and health issues are reflected in the District’s health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined 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, and the state’s system of standardized academic achievement assessments.

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

State mandated assessment tests are required of students at certain grade levels and in specified subjects. Successful performance sometime sis a condition of promotion, and passing the STAAR EOC assessments, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct, 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, campus, or District vehicle. And 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.

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 the course taught in a traditional classroom setting.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress English language learners make in learning the English language given in K-12 grade to students meeting participation requirements.

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

Policy FFI (LOCAL) adopted on July 16, 2012
The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy and is prohibited.

DEFINITION
Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student’s education or substantially disrupts the operation of a school; and

2. Such conduct:
   a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student’s property, or placing a person in reasonable fear of harm to the student’s person or of damage to the student’s property; or
   b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

RETIATION
The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation under this policy.

FALSE CLAIM
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District’s ability to investigate.

REPORTING PROCEDURES

Student Report
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District professional employee.

Employee Report
Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.

Report Format
A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT
The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set
out in FFH (LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dismiss the complaint.

CONCLUDING THE INVESTIGATION
Absent extenuating circumstances, the investigator should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and the perpetrator.

DISTRICT ACTION BULLYING
In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken. If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

TRANSFERS
If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

COUNSELING
If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.

IMPROPER CONDUCT
If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY
To the greatest extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom a report is filed, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL
A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

RECORDS RETENTION
The District shall retain records of the complaint and investigation in accordance with CPC (LOCAL).

ACCESS TO POLICY AND PROCEDURES
Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and at the District’s administrative offices.

APPENDICES

I. BYOD – Bring Your Own Device Handbook

II. Letter for Parents of System Users

III. Student Agreement for Acceptable use of the Electronic Communication Systems.

IV. Options & Requirements Form for Special Education Assistance

V. Flow Chart for Monitoring Compulsory Attendance Compliance: The Law

FORMS TO BE SIGNED AND RETURNED:

VI. Parent and Student Signature Page for Participation in the LFCISD B.Y.O.D. Initiative

VII. Student Parent Handbooks Receipt Form

VIII. Release of “Directory Information:

IX. Photo / Video Release Form

X. Student Agreement for Acceptable use of the Electronic Communication Systems

XI. Honors and Advance Placement (AP) Program Course Agreement

XII. Request for Food Allergy Information
BYOD - Bring Your Own Device

MISSION STATEMENT
To provide a quality educational experience that results in the development of socially responsible life-long learners.

DEFINITION
The Los Fresnos CISD Bring your own device (BYOD) initiative allows students to bring and use their own personal electronic devices at school. BYOD is not about the devices themselves; it is about creating constructive change in teaching practices and empowering the students to make decisions regarding how they will learn in class. Students become information producers rather than information consumers.

GOAL
The BYOD initiative is designed to help students keep up with the demands of the 21st Century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for college and career.

BYOD ADVISORY COMMITTEE
A District-wide BYOD advisory committee was established to draft BYOD Guidelines including recommending solutions for concerns, and gathering input from teachers and students. The committee members include teachers, administrators, librarian media specialists, and Office of Academics staff members.

CLASSROOM GUIDELINES
LFCISD has launched the Bring Your Own Device (BYOD) initiative to allow students to bring their electronic devices to class for academic use under teacher supervision. Students will connect the devices to LFCISD’s wireless network. The BYOD initiative applies to all subject areas for kindergarten through grade twelve.
Examples of possible use include:

- Taking notes
- Using the calendar to keep track of assignments
- Research: Use the internet to investigate questions/find strategies
- Calculator
- E-readers, including all devices containing e-reading apps/capabilities such as Kindle, Nook, iPad, Sony, laptops, tablets, and smart phones: Anytime the class is allowed to read, (i.e., library books, class novels) students may use their e-reading devices.
- Photos: (i.e., taking photos for class projects and class notes on the board)
- Videos: (i.e., video projects, videotaping lectures for study or for a student who is absent)
- Creating multimedia projects
- Access online instructional curriculum programs

NOTE: Students are not allowed to use their devices during test administrations.

Outside of the classroom, (before school, lunch, after school) students have the right to use devices without restrictions as long as they adhere to appropriate etiquette and code of conduct.
Any other classroom use of electronic devices must be approved by the classroom teacher.

**DISTRICT-WIDE CLASSROOM PROCEDURES**
Access for all is one of the major concerns about BYOD. Students will not be required to bring an electronic device. If an activity is planned that requires participation from all students, an effort to provide students with a compatible District resource will be made for those who do not bring an electronic device. (Ex. Computer on Wheels)

**REQUIRED ACCEPTABLE USE**
At the beginning of each school year, student and staff shall be given a copy of the District’s electronic communications system policy to be signed annually agreeing to the rules of conduct. While using personal electronic devices, students and staff are expected to follow the same acceptable use policies for conduct and ethics that are outlined in the *LFCISD Acceptable Use of Computers and Networks*. In addition, the policy states that bringing electronic devices to school is optional, and each person is responsible for his/her own property. The school District will not be held accountable for the devices due to damage, loss, or theft.

**VIOLATION CONSEQUENCES**
Students are expected to adhere to the LFCISD Student Code of Conduct including the acceptable-use policy. Violations of LFCISD’s policies concerning acceptable use of computers and networks, code of conduct, and classroom procedures established for the use of electronic devices will result in the same disciplinary actions that would result from similar violations in other areas of LFCISD. The District reserves the right to confiscate and/or inspect personal technology devices if there is reason to believe that it was used to violate policies, administrative procedures or school rules.

**STAFF DEVELOPMENT**
Los Fresnos CISD will ensure that all teachers receive ongoing, in depth staff development for the BYOD program. The District shall provide training through District and/or campus in-service sessions and Region 1 Educational Service Center. This training will include a thorough explanation of the BYOD program and strategies for successful implementation.

**ADVISORY COMMITTEE**

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<tr>
<th>TECHNOLOGY</th>
<th>HIGH SCHOOL</th>
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<tr>
<td>Billy Simpson, Technology Director</td>
<td>Justin Stumbaugh, Principal</td>
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<td>Ronnie Rodriguez, Career &amp; Technology Director</td>
<td>Debra Garrido, Teacher</td>
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<td>Jesus Gonzalez, Computer Services Coordinator</td>
<td>Nora Lopez, Teacher</td>
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<td>Jesse Garza, Instructional Technologist</td>
<td>Galyn Thomae, Teacher</td>
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<td>Rene Garza, Instructional Technologist</td>
<td>Timothy Krebs, Teacher</td>
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<th>MEDIA SPECIALIST</th>
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<td>Victoria Portier, Librarian</td>
<td>E. Pineda, Principal</td>
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<td>Annice Garza, Principal</td>
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<td>Edna Medina, Teacher</td>
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<tr>
<td>Heather Luna, Teacher</td>
<td>Gonzalo Salazar, Superintendent</td>
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<td>Jimmy McDonough, Executive Director for Academics</td>
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<td>Valarie Londrie, Executive Director for Academics</td>
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BYOD Frequently Asked Questions

Students

I have my device with me in class. How do I get on the Internet?
Most devices these days will automatically detect a wireless signal when one is within range. Most of the time, the device will “ask” if you want to join the network. When prompted, choose LFCISD from the list. Once you choose the LFCISD network, you will be prompted to accept the terms and conditions of the Los Fresnos CISD Acceptable Use Policy and use your normal credentials to login to the network.

I don’t have my own electronic communication device to bring to school. Will I be penalized or miss out on instruction?
No, it is not mandatory for students to bring a device, even if they do own one. When electronic devices are used to enhance learning in the classroom, students without an electronic device will be provided access (subject to availability) to an appropriate District-owned digital device.

I brought my electronic learning device to school to use in the classroom, but my teacher said I couldn’t use it in the classroom. Can I still use it?
Classroom use of electronic devices must be approved by the classroom teacher. If he or she asks you not to use your device, then you must follow those directions.

I just can’t get my device to connect to the network. Can I get some help from someone?
Resources may be available to help you connect to the LFCISD network on campus; however, you will need to consult with school staff for these resources. It is not the responsibility of your teachers or other Los Fresnos School District staff to troubleshoot individual devices during the school day, but they may direct students to the library media specialist during lunch, before or after school. It is suggested that students check their owner’s manual for issues concerning connectivity.

How do I save my work?
All work done on the personal device should be saved to those devices or using web tools such as Google Docs or Dropbox.

Am I able to print from my personal devices?
Printing directly from personal devices is not currently available. Students are encouraged to email or share documents/projects to faculty and staff when appropriate in lieu of printing.

My device was stolen when I brought it to school. Who should I contact about this?
Theft or vandalism of any kind should be reported immediately to a school principal or administrator. Installing tracking software on your own device may help locate the equipment if it is stolen, and keeping track of the device’s serial number, model, and type will be helpful as well. The Los Fresnos School District is not responsible for any damage done to the device while at school, nor theft of a device.

Why am I filtered on my own device? Shouldn’t I be able to see what I want on my own device?
Student filtering is a requirement of all public schools. The Children’s Internet Protection Act (CIPA) requires all student network access to be filtered while using the school’s network, regardless of the device you use to access it. When your device is connected to the school’s network it will be filtered.

Am I still held accountable for the Acceptable Use Policy I signed at the beginning of the school year even though this is my own personal electronic device?
Yes. The Acceptable Use Policy (AUP) for the Los Fresnos School District remains in effect even when you are using your own laptop, smart phone, iPad, etc.
Do users need to log in/accept terms each time to connect to the LFCISD Public network?
Yes. Our policy can be viewed online at www.lfcisd.net.

May I text in school?
Students may text according to school guidelines in the designated zones before and after school and during their scheduled lunch hour. Use of cell phones in the hallways between classes or for any non-educational endeavor may result in the device being confiscated. Texting in class is not allowed unless it is part of an activity as directed by the teacher.

What can I use my device for during class?
Students may use their device during class with the permission and supervision of their classroom teacher. Some teachers will allow devices to be used for a variety of reasons based on their classroom and the specific activity being done during a class. Students must check with their individual classroom teachers for clarification on when and how to use their device(s).

Staff
I have students in my classroom who are accessing the Internet using their provider’s data plan (AT&T, Sprint, Verizon, etc.) on their devices, hence bypassing the filter. Is this a violation of the District’s acceptable use policy (AUP)?
Yes, this is a violation of the Student AUP.

Am I required to allow my students to access their electronic devices in the classroom?
Based on the current Information and Technology Standards we must integrate the use of technology tools into our instructional strategies. Daily decisions about the use of electronic devices in the classroom are at the teacher’s discretion and should be based on the current student instructional needs.

Some of my students cannot access the network on their devices. I don’t have time in a class period to help them with this. Should I put in a help request with the District technology helpdesk?
It is not the responsibility of the classroom teacher or other LFCISD staff to troubleshoot individual devices during the school day; however, they may direct students to the library media specialist during lunch, before or after school. It is suggested that students check their owner’s manual for issues concerning connectivity.

I have my own electronic devices. I would like to utilize these devices while at school. Does this new plan include District staff?
Yes. Staff can also access the LFCISD network. Keep in mind that the LFCISD network is going to be filtered at the student level for anyone who may choose to access it.

I believe one of my students may have been using his device to bully another student. Should I call the technology office concerning this problem?
Any disciplinary infractions that occur from using electronic devices should be referred to the building principal or administrative designee. This would be a student code of conduct issue.

What should I do if one of my student’s device is damaged or stolen?
Theft or vandalism of any kind should be reported immediately to a school principal or administrator. Installing tracking software on your own device may help locate the equipment if it is stolen, and keeping track of the device’s serial number, model, and type will be helpful as well. The Los Fresnos School District is not responsible for any damage done to the device while at school, nor theft of a device.
Parents

My son is bringing his electronic device to school for instructional purposes. Will he have access to things he normally does with District equipment?

Your son will have access to any of the web-based software the schools are currently using (Databases, library search tools, Web 2.0 tools, etc.). Software may run differently on different devices for varying reasons. You should consult your owner’s manual for software limitations (Ex. iPads/iPods cannot run software requiring Flash Player).

As a parent, am I required to add additional software (virus protection, filter, tracking device etc.) to my child’s electronic device?

No. Currently we are not requiring any additional software for school use. Virus protection is recommended. While on the LFCISD wireless network, students will be monitored through the District’s filter, so there is no need for additional filtering software.

I have read the District’s electronic communications system policy, and I do not wish to have my son/daughter accessing the Internet using his/her own device. I would like to allow her to continue using her computer for productivity, but not the Internet. Is this allowable?

Yes, you may choose not to give permission for your child to participate in the District’s electronic communications system acceptable use policy; however, the rules outlined in the AUP still apply for technology use of any kind (Internet or other). It is not the responsibility of staff to ensure she has not accessed the Web on her own electronic device.

Is it required that my child use the school wireless network, or can he/she use his/her own 3G or 4G service?

Students are required to use the school wireless network. The use of any personal 3G/4G is prohibited.

Is the LFCISD Public wireless network available after school hours?

The LFCISD wireless network is accessible after school hours.

If my daughter’s device is stolen or damaged, what recourse can I take?

Theft or vandalism of any kind should be reported immediately to a school principal or administrator. Installing tracking software on your own device may help locate the equipment if it is stolen, and keeping track of the device’s serial number, model, and type will be helpful as well. The Los Fresnos School District is not responsible for any damage done to the device while at school, nor theft of a device.

What are the classroom rules for using student-owned devices including phones?

Teachers make the decisions for any tools used in the classroom; student-owned equipment will be no different. It will be up to the individual teachers to communicate their expectations to parents and students for their specific classes and courses.

Will my child have access to communication tools like email or message boards while on the LFCISD Public wireless network?

All students 6th - 12th grades have a school email account and are encouraged to use these accounts for school-related purposes only under approval and supervision of the classroom teacher.
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.
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.
Student/Parent Handbook Receipt Form

TO BE RETURNED TO CAMPUS IMMEDIATELY

My child and I have been offered the option to receive a paper copy of or to electronically access at www.lfcisd.net Los Fresnos CISD Campus Student Handbook and the Student Code of Conduct for 2019-2020.

I have chosen to:

☐ Receive a paper copy of the Student Handbook and the Student Code of Conduct.

☐ Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for 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.”

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:

1. A copy of the Middle School Student Handbook,
2. A copy of the LFCISD Student Code of Conduct,
3. A copy of the Student/Parent Receipt Form for returning purposes,
4. A copy of the Student Agreement for Acceptable Use of Electronic Communication System,
5. A copy of the Release Form for the Display of Personal Information,
6. A copy of the Honors/AP Course Agreement Form,
7. A copy of the Flow Chart for Monitoring Compulsory Attendance Compliance,
8. A copy of the Attendance Standards,
9. A copy of the Options & Requirements Form for Special Education Assistance, and
10. School-Parent-Student Compact.

Printed name of Student/Grade Level: ________________________________

Signature of Student: ________________________________

Signature of Parent: ________________________________ Date: ____________
Parent and Student Signature Page for Participation in the LFCISD B.Y.O.D. Initiative

Any parent permitting their child to use a personally owned electronic device in accordance with this agreement on Los Fresnos CISD property, must read, sign, and return this agreement to the school.

1. The student is responsible for keeping his or her device in their possession or properly secured at all times.
2. The Los Fresnos School District is not responsible for any damage done to the device while at school, nor theft of a device.
3. The student is responsible for the proper care of personal electronic devices, including all maintenance and repair, replacement or modifications, and software updates necessary to effectively use the device.
4. The District reserves the right to confiscate and/or inspect personal electronic devices if there is reason to believe that it was used to violate policies, administrative procedures or school rules in accordance with law.
5. The student must comply with the teachers’ request to refrain from using a device, verify/display the authentication login screen or to power down (turn off) the device.
6. The student may not use any devices to record, transmit or post photos or video of a person without their knowledge and consent. Images, video and audio files recorded at school may not be transmitted or posted at any time without the expressed permission of a campus principal.
7. The student may only use personal electronic devices with consent and under the direct supervision of a District faculty member.
8. All users are required to utilize the District’s secured wireless network to access the Internet.

NOTE: The use of private 3G & 4G wireless connections is prohibited!

Print Student’s Name:____________________________________  Student ID#:____________________

Grade: ____________

I understand and agree to abide by the BYOD Guidelines. I further understand that violations may result in the loss of my network and/or device privileges, and possibly disciplinary action.

Student’s Signature __________________________________________  Date:_______________

As a parent, I understand that my child will be responsible to abide by the BYOD Guidelines. I have read and discussed the BYOD Guidelines with my child and he/she understands the responsibility incurred when using personal electronic devices. In the event that he/she violates this agreement, the District may confiscate and inspect the device, and appropriately discipline my child.

Parent’s Signature __________________________________________  Date:_______________

Serial # of device____________________ (Optional)
RELEASE OF “DIRECTORY INFORMATION”

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

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

This means that the District must give certain personal information (called “directory information”) about your child to any person who requests it, unless you have told the District in writing not to do so. In addition, you have the right to tell the District that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The District is providing you this form so you can communicate your wishes about these issues.

The district has identified two directory information lists – one for school sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of member of athletic teams; student identification number or identifies that cannot be used alone to gain access to electronic education records. For all other purposes, directory information shall include student name and grade level. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

I have marked the box below to inform the District as to my decision concerning this manner.

(   ) No, I DO NOT want my child’s PERSONAL directory information released.

(   ) Yes, I agree to the release of 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: __________
Los Fresnos CISD Student Agreement for Acceptable Use of the Electronic Communications System

The student agreement must be renewed each academic year.

Student 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 in 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: ________________
HONORS 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 Honors/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 Honors/AP Program and expectations. Typically, successful Honors/AP students are task-oriented, proficient readers who are able to prioritize their time and who have parental, teacher, and administrative support.

Honors/AP students and parents are expected to attend the “Back to School Night” to receive information about the AP course, student responsibilities and teacher expectations. Students must attend a minimum of 4 hours of AP testing tutorials for each AP exam for which they have signed-up to take.

Waivers for advanced classes may be considered for a grade of 60 and above. Students can use the waiver one time per semester per course.

Parents and students are to read the attached course overview and core reading list for ______________ before signing this course agreement. This Honors/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 Honors/AP course.

STUDENT: I agree to organize my time and effort to complete successfully the above-named Honors/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 Honors/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 Honors/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 Honors/AP classes will take the semester/final exams. Furthermore, all students enrolled in AP classes will have the opportunity to qualify to 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 Honors/AP course. If not, the student will be enrolled in a regular course and will be able to transfer into the Honors/AP program the following term.

WITHDRAWAL: Students and parents will be advised within the first three weeks of the initial semester 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 be withdrawn from a Honors/AP class any time after the first three weeks of the initial semester.

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 Honors 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 Honors/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 Honors/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: ___________

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REQUEST FOR FOOD ALLERGY INFORMATION

(The District must request, at the time of enrollment, that the parent or guardian of each student attending the District disclose the student's food allergies. This form will satisfy this requirement. Additional information regarding food allergies, including maintaining records related to a student's food allergies, can be found at FFAF Local.)

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety.

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child’s allergic reaction to the food.

<table>
<thead>
<tr>
<th>Food:</th>
<th>Nature of allergic reaction to the food:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

The District will maintain the confidentiality of the information provided above and may dis-close the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy. [See FFAF Local]

Student name:_________________________________________ Date of birth: ______________

Grade: ______________

Parent/Guardian Name: _____________________________________________________________

Work phone:___________________________ Home phone: ______________

Parent/Guardian Signature:____________________________________ Date: ______________

Date form was received by the school: ______________________