

LYFORD CISD

Student Handbook

2018-2019



This handbook is not a contract. The purpose of this handbook is to serve only as a guide. The policies and procedures contained within this handbook can be changed at any time to serve the best interests of the district.

**LYFORD CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT**

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Lyford CISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title IV 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.

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

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PREFACE

To Students and Parents:

Welcome to school year 2018-2019! 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 Lyford 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 INFORMATION FOR STUDENTS AND PARENTS — organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Lyford CISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document posted on the district’s website at www.lyfordcisd.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 (including the **Student Code of Conduct**) and any provisions of the Student Handbook, the provisions of board policy and the **Student Code of Conduct** 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 students and 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 principal.

Also, please complete and return to your child's campus the following required forms provided in the forms packet distributed upon enrolling in Lyford CISD.

1. Acknowledgement of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form (High School only) if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Forms.

[See Objecting to the release of Directory **Information** on page 3 and **Consent Required Before Student Participation in a Federally Funded Survey**, Analysis or Evaluation on page 4 for more information.]

Note: References to policy codes are included so that parents can refer to 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.lyfordcisd.net.

Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact Dr. Kristin N. Brown at (956) 347 – 3903.

SECTION I: PARENTAL RIGHTS

This section of the Lyford CISD Student Handbook includes information related to certain rights of parents as specified in state of federal law.

CONSENT, OPT-OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examinations, 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 website, a website affiliated or sponsored by the district such as a campus or classroom website, and in district publications, which may include printed material, video, or other methods of mass communication.

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

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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.

[see **Video Cameras** on page 79 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipient on all text messages.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child'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 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 a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.

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 directory information: student name; photograph; date of birth; major field of study; degrees, honors and awards; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name; address, telephone listing; date and place of birth; degrees, honors and awards; dates of attendance; grade level; most recent school previously attended; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. [See Policy FL (local)]

Also review the information at Authorized Inspection and Use of Student Records on Page 8.

Objecting to the release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

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” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note: 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 nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. See policies EF and FFAA.

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district’s curriculum regarding human sexuality instruction: Through our School Health Advisory Council and the Board of Trustees, The Lyford Consolidated Independent School District has approved “Worth the Wait” as the human sexuality curriculum to be used in our middle school and high school. “Worth the Wait” is an abstinence-based sex education curriculum which emphasizes the concept of abstinence from sex until marriage. Some of the concepts covered in the Worth the Wait curriculum include: abstinence, personal goals, STDs, anatomy, pregnancy, parent-child communication, legal issues, positive personal character traits, and refusal skills.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality 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. See the campus principal for addition 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 (LEGAL).

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See **Pledges of Allegiance and a Minute of Silence** on page 65 and policy EC (LEGAL).

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 and 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 entitled to request that the school allow your child to take home any instructional materials used by the student. If the student 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 his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. See policy FO (LEGAL), and the **Student Code of Conduct**.

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

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- State assessment instruments that have been administered to your child, and
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,

- 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 purpose 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 the section as well as at: Objecting to the Release of Directory Information on page 3, are:

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

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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

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 refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or

company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers the U.S. Comptroller General’s office, the U.S. Attorney 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 schools, 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** on page 3 for opportunities to prohibit this and 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.

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is Lyford CISD, 8138 Simon Gomez Blvd.

The addresses of the principals’ offices are:

Lyford High School	8201 High School Circle
Lyford Middle School	12820 4 th /Glenn Lofton Street

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. See Finality of Grades at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 68 and **Complaints and Concerns** on page 29 for an overview of the process.

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.lyfordcisd.net. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records-such as a teacher's personal notes about a student that are shared only with a substitute teacher-do not have to be made available to the parents or student.

Teachers and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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 Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, defined by Education Code 37.0832. See the campus principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom. [See **Bullying** on page 22, policy FDB and policy FFI].
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. See policy FDE (LOCAL).
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. 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 before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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 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 the districts or schools' attendance boundaries or 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 enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest-grade level at that particular school. In addition, if a student in grade 11 or 12 transfers to another district and 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.

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

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

[See also Credit by Examination for Advancement/Acceleration on page 32. Course Credit on page 31 and Students in Foster Care on page 76) for more information].

Students who are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- 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. [See **Credit by Examination for Advancement/Acceleration** on page 32, **Course Credit** on page 31, and **Homeless Students** on page 57 for more information.

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 based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

Special Education Referrals

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

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

If the district declines 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 days before or less than 45 school days before the last instruction 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 or three or more days during the evaluations period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for students experience learning difficulties of regarding a referral for special educations services is the campus principal or Denise Butler, Special Education Director at (956) 689-8174.

Section 504 Referrals

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Dr. Kristin Brown at (956) 347 – 3903. [See also Students with Physical or Mental Impairments Protected under Section 504 on page 15.]

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 Students 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 transportation needs 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 free appropriate public education (FAPE), as defined in federal law.

[See policy FB.] [See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 13 for more information.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal.

Lyford High School	347-3909
Lyford Middle School	347-3910
Lyford Elementary	347-3911

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

A student 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.

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining 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. A note from the health-care provider must be submitted upon the student's return to campus;
- For students in the conservatorship (custody) of the state;
- Mental health or therapy appointments; or
- Court-ordered family visitations 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 1 **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, is on leave from, or immediately returned from certain deployments. See page 10 for that section.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under

policy FEA (Local), the student receives approval from the campus principal, follow the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 year of age or older is pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA (Local), the student notifies his or her teachers and the student receives approval from the principal prior to the absences, and
- A student serving as an election clerk, if the student makes up any work missed.

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 without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 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 their part 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 services, 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 initiative.

The truancy prevention facilitator for the district is Veronica Sanches, 956-347-3902. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any campus administrator.

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

If a student ages 12 through 18 incurs unexcused absences in 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 course.
[See policy FEA (LEFAL.)]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten through grade 12 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 or a final grade for the class if he or she completes a plan, approved by the principal that 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 a 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 a final grade lost because of absences [See policy FEC].

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will 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

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken every day during the 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 follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—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. In special cases, 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. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Within 3 days of a student returning to school, a student absent for more than four consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACADEMIC PROGRAMS

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. For more information, see **Academic Counseling** on page 31 of this handbook and policy EIF.

Lyford Middle School

Algebra I: Middle School students who show algebra readiness (as determined by the campus administration) on the MSTAR Universal Screener and meet passing standards on their 7th grade math STAAR exam may be eligible to take Algebra I in the 8th grade. Students taking Algebra I and their parents will be required to sign an agreement contract that outlines the course requirements.

Band: All 6th grade students are required to take a beginner band course. The campus administration recognizes that some students may not be able to take this course therefore, individual student circumstances will be reviewed on a case by case basis and the final decision made by the campus principal. Participation in 7th and 8th grade band courses is determined by the band director through a recommendation and/or tryout.

High School Credit: 8th grade students meeting campus criteria will be eligible to take Band, PE and Art for high school credit. Middle school students may also earn high school credit for taking Algebra I, Spanish I, and Spanish II and by participating in TexPrep summer courses at UTRGV. See the counselor for details.

Spanish I & II: In order to allow more flexibility for students to enroll in college and career readiness/dual enrollment classes in 11th and 12th grade, Lyford Middle School requires Spanish I (7th grade) and Spanish II (8th grade). Students who take either course will earn foreign language high school credit if they earn a 70 or higher as their final grade. Any 8th grade transfer student who did not take Spanish I in 7th grade will be required to enroll in Spanish I upon enrolling in Lyford Middle School.

Pre-AP and AP Spanish: Lyford Middle School offers Pre-AP and AP Spanish courses to a select group of 7th and 8th grade students. Students in 6th grade who score a 75 or better on an end of year comprehensive Spanish exam are eligible to take Pre-AP in 7th grade. Students in 7th grade who score a 75 or better on an end of year comprehensive exam and/or took Pre-AP Spanish in 7th grade are eligible to take AP Spanish in 8th grade. New or transfer students must meet the aforementioned criteria(s) to be eligible to take these courses.

Students who pass the AP College Board exam at the end of the 8th grade year may earn up to 12 college credits and 2 high school credits (Spanish 3 and Spanish 4). For high school credits, the conversion for the high school transcript will be recorded as follows:

AP Score	High School Transcript Grade
5	100%
4	90%
3	80%
Below 3	No credit awarded

Lyford High School Advanced Placement (AP) Courses

Students wishing to enroll in Pre-AP or AP courses may enroll through their school counselor. Established recommendations are provided to assist you in making decisions concerning AP courses. Lyford High School observes an open enrollment program for Pre-AP and AP courses. Students enrolling in Pre-AP/AP courses are required to maintain a grade average of 75 or higher each six weeks. A student who falls below a grade average of 75 on a single six weeks will be placed on probation. After the second time a student earns a grade average of 75 he/she will be withdrawn from the Pre-AP or AP course.

All Pre-AP or AP courses are taught on college level. Your child may be required to spend one or two hours per night on homework (per Pre-AP or AP class), in addition to other coursework from other classes. In some AP classes, work may be required over summer, breaks, and weekends. AP students are required to take the AP exams as part of their learning experiences regardless of whether they wish to send their scores to colleges. Taking these courses does not guarantee that your son/daughter will pass the AP exams given by the College Board. Each student enrolled in an AP course will be required to take the Advanced Placement exam at the end of the year. Students who do not take the exam (including absences of any type), will be required to pay the College Board restocking fee for each exam missed.

Exit Policy:

Students wishing to drop a Pre-AP or AP course may do so only during the drop-add period at the beginning of the school year and must first meet with their guidance counselor to discuss the possible change. Students will need approval of the parent/ guardian, teacher, counselor, and principal in order to drop the Pre-AP or AP course prior to the end of the drop-add period which is the tenth day of class.

See **Academic Counseling** on page 31.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Lyford 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 the 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;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district’s website www.lyfordcisd.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.

Armed Services Vocational Aptitude Battery Test

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. The test shall be offered on a date and

time during regular school hours at Lyford High School. Please contact the principal for information about this opportunity.

AWARDS AND HONORS

Students will be recognized throughout the year for accomplishments in the areas of academics, attendance, UIL activities and other achievements. In addition, awards assemblies may be held throughout the school year or at the end of the school year to recognize and celebrate student successes. Depending on the campus, students may be recognized for:

- A Honor Roll, A/B Honor Roll, B Honor Roll
- Perfect Attendance – A student must meet specific attendance criteria to qualify for perfect attendance award. Please contact campus principal for specific perfect attendance criteria.
- National Honor Society
- Athletic Accomplishments
- UIL Academic Accomplishments
- Band Performance Accomplishments
- Good Behavior
- Birthdays
- Student of the Week, Student of the Month

BULLYING

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves or engages 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 and intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code 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 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 for bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engage in bullying. A student may anonymously report an alleged incident of bullying by utilizing the Bully App on the district website.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom at the campus. See **Safety Transfers/Assignments** on page 11.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site, 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 Web site.

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

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33, **Safety Transfers/Assignments** on page 11, **Hazing** on page 52, and policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

At Lyford High School, the district offers career and technical education programs in the following areas: Agriculture Food and Natural Resources; Arts, Audio/Video Technology and Communication; Criminal Justice; Education and Training; Information Technology; Business Management and Administration; Transportation, Distribution and Logistics and Engineering. Admission to these programs is open to all students enrolled at Lyford High School.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national, origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all education and vocational programs. [See **Nondiscrimination Statement** on page 63 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Qualifying students who meet set criteria can concurrently accumulate both high school and college credits through the “College Connection” program at Texas State Technical College. Please refer to the Lyford High School Pre-registration manual for details.

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s or grandchild’s classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food in these circumstances. Occasionally, the school or a class may host certain functions or celebration tied to the curriculum that will include 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 on Pg. 55.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed in the District Improvement Plan. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, 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 or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see the Texas Department of Family and Protective Services Program website.]

Be aware that children and adolescents who have experience dating violence may show similar physical, behavioral, and educational warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) on page 33.]

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault Resources
- Texas Attorney General, What We Can Do About Child Abuse Part 1
- Texas Attorney General, What We Can Do About Child Abuse Part 2

Reports of abuse or neglect 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 / HIGHEST RANKING STUDENT

Courses included in class rank:

Students initially enrolling in high school during the 2012-2013 school year and beyond:

- The District shall include in the calculation of class rank only grades earned for high school credit, regardless of when the credit was earned, in the following subjects:
 - English
 - Mathematics
 - Science
 - Social Studies

Grade points from each qualifying course in each qualifying year, will be converted according to Tier I or Tier II scales and semester averages will then be averaged together to determine a final GPA. Grade point averages will be recalculated annually to include applicable courses specified by district policy EIC local. In the event of a tie in ranking, the mathematical average will be carried to the next decimal place until the tie is broken.

CTE Courses substituted for core area graduation requirements will not be included in GPA. (I.e. engineering mathematics taken to satisfy graduation requirements for mathematics will not be averaged into the student's GPA. See Tier I and II courses for complete listing)

The weighted grade system to determine grade point average (GPA): The ten highest ranking graduates in the recommended and/or distinguished graduation plan will be listed as top ten graduates, the highest being Valedictorian and second highest Salutatorian. To be eligible to be Valedictorian or Salutatorian, the student must have been continuously enrolled in Lyford High School for eight semesters preceding graduation (EIC Local). GPA calculations will include the applicable course from 9th, 10th and 11th grade and through the 5th six weeks grading period of the 12th grade year, as well as, any qualifying high school course taken in the 8th grade for which a student earned state graduation credit. In the event of a tie in ranking, the mathematical average will be carried to the next decimal place until the tie is broken.

The weighted grade system to determine grade point average (GPA) for students entering high school in the 2014-2015 school year and beyond: The ten highest ranking graduates in the distinguished foundation graduation plan will be listed as top ten graduates, the highest being Valedictorian and second highest Salutatorian. To be eligible to be Valedictorian or Salutatorian, the student must have been continuously enrolled in Lyford High School for eight semesters preceding graduation (EIC Local). GPA calculations will include the applicable course from 9th, 10th and 11th grade and through the 5th six weeks grading period of the 12th grade year, as well as, any qualifying high school course taken in the 8th grade for which a student earned state graduation credit. In the event of a tie in ranking, the mathematical average will be carried to the next decimal place until the tie is broken.

Grade Point System – The following grade points shall be assigned to grades received in each level. The grade point averages shall determine ranking for graduation only:

<u>Number Grade</u>	<u>Tier I: PAP/AP</u>	<u>Tier II</u>
100	5.0	4.0
90 – 99	4.0 – 4.9	3.0 – 3.9
80 – 89	3.0 – 3.9	2.0 – 2.9
70 – 79	2.0 – 2.9	1.0 – 1.9
*65 – 69	1.5 – 1.9	0
Below 65	0	0

* AP and Pre-AP

Early Graduation – To be considered for early graduation, a student must submit a signed contract for early graduation to the high school principal. To qualify for early graduation, the student must complete all state required coursework for grades 9, 10 and 11 and/or be passing all courses in which they are enrolled prior to the 5th six weeks of the year in which they are attempting to graduating.

Transfer Grades – A student who transfers into the District with higher-level course credits shall receive similar credits counted toward the GPA according to the list of high-level courses offered in the District and the grade used for credit earned in the District.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be converted as follows:

A + = 100	B + = 89	C + = 79	D + = 74
A = 96	B = 86	C = 76	D = 72
A - = 90	B - = 80	C - = 75	D - = 70
			F = 69

Ties – in the event of a tie in the final weighted grade averages among the top honor students, weighted grade averages will be computed to a sufficient number of decimal places until the tie is broken.

The following grade points will be assigned to grades received in each level: (The grade point averages will determine ranking for graduation only.)

<u>Level I Grade Points</u>		<u>Level II Grade Points</u>	
100	6.0	100	5.0
90 – 99	5.0 – 5.9	90 – 99	4.0 – 4.9
80 – 89	4.0 – 4.9	80 – 89	3.0 – 3.9
70 – 79	3.0 – 3.9	70 – 79	2.0 – 2.9
Below 70	0	Below 70	0

Core Area Courses Included in GPA

PAP/AP – Tier I Courses

English I-IV
 Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus
 Biology, Chemistry, Physics,
 Environmental Science
 World Geography, World History,
 US History, Government, Economics

Tier II Courses

English I-IV, College Prep ELAR
 Algebra I, Geometry, Algebra II, Pre-Calculus,
 Calculus, College Prep Math
 Biology, Chemistry, Physics, Environmental
 Science
 World Geography, World History, US History,
 Government, Economics

*CTE Courses substituted for core area graduation requirements will not be included in GPA

For further information, see policy EIC.

Students entering grade 9 in the 2014-2015 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Middle School Class Rank – Honor students will be designated in grades seven and eight. This distinction will be earned by those students with a combined overall average of 90 or above in the following core subject areas: English Language Arts, Mathematics, Science and Social Studies. Students who complete Pre-AP Algebra I in eighth grade will be awarded an additional 10 points for GPA purposes. Any student who transfers from another district with Pre-AP and/or AP courses not offered at Lyford Middle School will not be awarded the additional 10 points for GPA.

In eighth grade, the student achieving the highest-grade point average (GPA) in core subjects taken in grades six through eight will be named Highest Ranked Honor Student. The student with the second highest grade point average (GPA) will be named the Second Highest Ranked Honor Student. To be eligible as the Highest Ranked Honor Student or Second Highest Ranked Honor Student, the student must have been continuously enrolled in Lyford Middle School for 6 full semesters (6th – 8th grade).

CLASS SCHEDULES

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

Lyford High School – Class schedules may be obtained from the counseling office. Students requesting a schedule change must submit their request to the counseling office within the first five days of instruction. Administrative approval will be required for any schedule change requests.

Lyford Middle School – Class schedules may be obtained from the counseling office.

Lyford Elementary – Class schedules may be obtained from the classroom teacher or campus PEIMS Secretary.

[See **Schedule Changes** on page 70 for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (A student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admissions, the curriculum requirements for

financial aid and the benefits of completing the requirements for automatic admission and financial aid.

Students and parents should contact the school counselor or the individual colleges and universities for specific details and information about automatic admissions, the application process, and deadlines.

See **Class Rank/Highest Ranking Student** on page 24. for information specifically related to how the district calculates a student's rank in class and **Graduation Requirements** on Pg. 49 for information associated with the foundation graduation program.

COLLEGE CREDIT COURSES

Students at Lyford High School may have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school, which may include courses termed dual credit, AP (Advanced Placement) or advanced credit;
- Enrollment in an Advanced Placement (AP) course or dual credit course through the Texas Virtual School Network (TxVSN);
- Enrollment in courses taught in conjunction and in partnership with neighboring school districts, which may be offered on or off campus;
- Enrollment in courses taught at or by the following institutions: Texas State Technical College; Texas Southmost College; Texas A&M Kingsville; the University of Texas Rio Grande Valley; the University of Texas or other higher ed partners in which the district has signed an MOU;
- Advanced Placement (AP) Spanish Language college/high school credits earned at Middle School will be placed on high school transcript;
- Certain CTE courses.

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

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

Qualifying students, who meet criteria, can concurrently accumulate both high school and college credits through partnering institutions. Students must meet the enrollment criteria for the institution in which they are applying for enrollment. These grades will not be used to calculate GPA; however, grades may be used for extracurricular eligibility as outlined by the UIL Side by Side.

Students and parents who decide to drop a concurrent enrollment/dual enrollment class are required to drop the class at the college dual enrollment office. Dropping a class is the sole responsibility of the student/parent.

Additional information about the content of the available courses may be obtained through from the college and career readiness facilitator. See policy EHDD (LOCAL).

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 changed.

[See Safety on Page 69 for information regarding contact with parents during an emergency situation.]

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 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 communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 69 for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally 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. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www.lyfordcisd.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 establish in Policy FNG (Local). In general, the student or parent should submit the written complaint form to campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

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

and parents should be familiar with the standards set out in the **Student Code of Conduct**, as well as campus and classroom rules. 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.

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 district campus is listed below:

- Lyford Elementary School: Veronica Lerma
- Lyford Middle School: Michelle Dewitt
- Lyford High School: Jason West

Disruptions of School Operations

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

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

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. In an effort to address student safety concerns, invited guests to social events must be under 21 years of age.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Middle School students will not be allowed to attend high school social events.

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

COUNSELING

Academic Counseling

The elementary and middle school counselors are 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.

High School students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these related to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including areas such as social, family, emotional or mental issues, or substance abuse. A student who wishes to meet with the school counselor should contact the campus counselor/counseling office. 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.

See **Substance Abuse Prevention and Intervention** on page 77, **Suicide Awareness and Mental Health Support** on page 77, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 24.].

COURSE CREDIT

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal, or attendance committee, be permitted to earn credit for a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior

instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home schooling, or coursework by a student transferring from a non-accredited school.

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject. For students obtaining credit through “credit by exam” a final grade of a 70 will be recorded on their transcript regardless of the exam score.

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION— IF A STUDENT HAS NOT TAKEN THE COURSE/SUBJECT

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees, and state law required the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2017-2018 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published date will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Students in Grades 1 – 5

A student in elementary school will be eligible to accelerate to then next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science and social studies, a district administered recommends that the student be accelerated, and the students’ parents give written approval of the grade advancement.

Students in Grades 6 – 12

A student in grade 6 or above will earn course credit with a passing score of at least 90 on the examination, a scores score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination 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.

CREDIT RECOVERY/ACCELERATION

Students needing to regain credit for courses previously failed or obtain credit for accelerated instruction will be permitted. Students and parents must meet with a campus administrator and a counselor to develop a plan of action for graduation purposes. Courses taken for credit recovery will result in a grade no higher than “70”.

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 of the district’s policy is available in the principal’s office and in the superintendent’s office or on the district’s website, www.lyfordcisd.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 an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an

intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

Examples of retaliation may include threats, rumor spreading, ostracism, and assault, destruction of property, unjustified punishments, or unwarranted grade reduction. 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 student's parent. See policy FFH (LOCAL) for other appropriate district officials to whom to make a report.

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

The district will promptly notify the 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 and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Federal Educational Records 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).

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33].

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, 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 will not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 44]. 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 principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or similar course.

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper/newsletter and the campus yearbook (if published) 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 more than ten copies of written or printed materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the

name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated principal's office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

From Others

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

The principal has designated principal's office as the location for approved non-school materials to be placed for voluntary viewing or collection.

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

The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, teach respect for authority and minimize safety hazards.

General Guidelines

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The district prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The district prohibits pictures, emblems, or writing on clothing that:

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

Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the general guidelines set out above and with the following student dress code:

Uniforms

Lyford Elementary School and **Lyford Middle School** have a mandatory student uniform dress code. The uniform standards are as follows:

Lyford Elementary School

	Style Options	Color Options
Shirts	Collared Polo or Button Down (Short or Long Sleeve)	Solid colors: Forest Green, Gold, Yellow, White, Red or Blue
Bottoms	Pants, Capris	
	Knee Length: Shorts, Skirts, Jumpers, Uniform Dress	Khaki (tan, olive, brown), Navy Blue or Black
	Friday Only: Blue Jean Pants (optional)	Dark Blue

Lyford Middle School

	Style Options	Color Options
Shirts	Collared Polo or Button Down (Short or Long Sleeve)	Solid colors: Forest Green, Gold, Yellow, White, Red or Blue
Bottoms	Pants, Capris	
	Knee Length: Shorts, Skirts, Jumpers	Khaki (tan, olive, brown), Navy Blue or Black
	Thursday and Friday Only: Blue Jean Pants (optional)	Dark Blue

*** Uniforms are not permitted to have logos unless it is a LCISD or Bulldog logo. Undershirts may be worn under any shirt, however, it must be forest green, gold/yellow, white or black. Logos may not be visible on undershirts.** Sequin, crystals, jewels or decorative designs will not be permitted on tops or bottoms unless worn on a spirit shirt on the designated day.

Expectations of All Students

- Students are prohibited from showing skin through clothing. This includes: holes, frays, cleavage, stomach/back or any other inappropriate display as deemed by a campus administrator.
- Sweaters, jackets, hoodies or any other coats may not be excessive in size or fit (too small or too large).
- Styles including cargo and leggings will not be permitted.

- Pants may not be worn if they allow the student’s stomach or back to be revealed.
- Shorts, skirts, dresses and jumpers must not be shorter than 1 ½ inches above the knee when standing upright
- All shirts must have sleeves that extend past the shoulder.
- New students to the district must be in uniform within two (2) weeks of enrollment.
- Boy Scouts and Girl Scouts will be allowed to wear their uniforms on meeting days.

The final determination of what is “in compliance” with district dress code/uniform policy will be made by the campus administrator. Please review this information carefully to ensure that your child meets the campus dress code on the first day of school and throughout the remainder of the school year.

The Lyford CISD Student Dress Code (all students) Prohibits the following:

- Baggy, oversized clothing (pants, shorts, and shirts);
- Extremely tight clothing, including stretch or spandex leggings (unless covered by shorts, dress/skirt that meets the dress code criteria) colors are limited to black, white, forest green, gold/yellow;
- Dresses, skirts, shorts, skorts, or jumpers no shorter than 1 ½ inches above the top of the kneecap when standing upright (for dresses/skirts with sheer material, the bottom layer of material must be no shorter than 1 ½ inches above the top of the knee);
- See-through shirts or blouses, sleeveless undershirts, muscle shirts, vests, cut-off T-shirts, tube tops, tank tops, and any blouse or shirt that does not cover the stomach or waist, even if covered by another piece of clothing, such as a sweater or jackets;
- Shirt tails out (unless designed to be left out or no more than 8 inches below the waistline), the principal will make final decision on shirt tails being tucked in or left out;
- Low cut, shoulder less, strapless, spaghetti strap, string tie, or halter blouse shirts, blouses, or dresses;
- Pants below the waistline that are designed to be worn at the waistline;
- Button up shirts left unfastened below the second button;
- Pants that expose skin at the waistline unless a tucked-in shirt/blouse is worn that is long enough to cover otherwise exposed skin at all times (i.e., when raising arms, bending over, sitting down, etc.);
- Blouses, tops, or dresses which expose cleavage when standing or bending;
- Caps, hats, sweatbands, hoods, hairnets, bandanas, or any type of head cover (carried or worn);
- Over-sized buckles (no larger than a credit card), chain or metal belt, lettering on belts or buckles, stripes, checks or designs on belt (school earned belt buckles are permitted);
- Dangling key rings and chains, including chains attached to wallets, footwear, backpacks, or worn as a belt;
- Clothing that is torn, ripped, frayed, or cut (holes) showing exposed skin 1 ½ inches above the top of the knee;
- Any pants or shorts (Sweatpants/shorts, wind pants/shorts, pants/shorts) with drawstrings, warm-ups, pajamas, pajama like clothing or pants/shorts without back pockets;
- Inappropriate footwear, including: house slippers, beach shoes, steel toe footwear, or other footwear that the administrator deems a safety hazard or inappropriate;
- Trench coats, dusters, and overcoats, except in inclement weather;

- Clothing and accessories that refer to violence, death, gangs (bandanas, colors, emblems, jewelry), alcohol, drugs, tobacco, obscene language, satanic symbols/skulls or any of which could be construed to have an offensive meaning or sexual connotation, any clothing deemed inappropriate by administration;
- Oversized jackets;
- Sunglasses (including prescription sunglasses).

Students enrolled in courses that include labs, shop classes or physical education may be required to provide alternate footwear or safety clothing for classroom participation. A student's participation grade may be affected if the student is not in compliance with individual class requirements.

At formal and evening wear designated events only, the following will be allowed:

- Bare shoulders,
- Razorback,
- Spaghetti straps,
- Strapless tops/dresses,
- Halter look to bra line in back.

All other dress code criteria apply. Administrator approval is recommended prior to the special event to avoid a student from being prohibited to participate.

It is impractical to list every possibility of dress/grooming. Each year there are "fads" that show up at school. When a fad becomes a distraction, it shall be prohibited. The administrator(s) of the campus shall make all final decisions regarding what is acceptable and appropriate considering the age and activities of the students. The final determination of what is disruptive or distracting shall be made by the campus administrator.

A student whose clothing violates the dress code shall be assigned to in-school suspension, either for the remainder of the day or until a parent brings an acceptable change of clothing to the school.

Lyford CISD grooming standards:

- Hair must be clean and neatly groomed;
- Boys hair length – Maximum hair length is to top of shirt collar in back, to eyebrows in the front; sides to mid-ear, and sideburns to bottom of earlobe;
- Hair coloring/highlighting of hair is limited to natural hair colors;
- Students must be clean shaven;
- Tattoos must be covered at all times.

Lyford CISD grooming standards prohibit the following:

- Extreme hairstyles (i.e., Mohawks, shaved designs, extreme or unnatural hair colors), no ducktails or ponytails are allowed on boys;
- Unnatural hair colors (purple, red, pink, blue, green, gold, other unnatural color);
- Unnatural hair color combinations (example: brown on top/blonde on bottom, unnatural streaks/stripes);
- Grooming, combing hair, and applying make-up or nail polish during instructional time;

- Earrings or studs for boys on any part of the body, including string, plastic studs, bandages, etc. which are used to keep the pierced hole open;
- Exposed tattoos;
- Body piercing (i.e., nose/facial/tongue studs/gauges of any type and/or visible body piercing), covering of body piercing with a bandage, etc., is not permissible;
- Make-up on boys.

If the principal determines that a student's grooming (including hair length/color) or clothing violates the school's grooming standards or 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.

Repeated dress and grooming offenses may result in more serious disciplinary action.

DAEP DRESS CODE/GROOMING STANDARDS

The District will adopt standardized attire for all students assigned to the Disciplinary Alternative Education Program (DAEP). All students will adhere to the standardized DAEP dress code requirements as well as those listed previously. The dress code will be discussed with DAEP students and parents during the scheduled DAEP in-take conference.

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

General dress and grooming standards apply at school and at all school functions, including extracurricular activities. Campus administrators may waive such aspects of the code as may be inappropriate for a given extracurricular activity.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunication Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off and out of sight during the instructional day, including during all testing unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunication devices such as netbooks, laptops, tablets, or other portable computers.

A written request for a student to possess a telecommunication device must justify the need for a student to possess a mobile telephone and must be filed with the principal for authorization. Failure to file a request will lead to loss of mobile telephone privileges.

The use of mobile telephones or any device (including school issued iPads) 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.

Confiscated telecommunications devices that are not retrieved by the student's parents, after a period of 30 days, may be disposed of after the notice required by law. See policy FNCE.

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. See **Searches** on page 72 and policy FNF. Any disciplinary action will be in accordance with the **Student Code of Conduct**. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. See **Searches** on page 72 and policy FNF.

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

Instructional Use of Personal Telecommunication and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources 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 approved purposes only.

Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages, picture, videos or any other electronic file that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such

messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to 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 the Before you Texas, Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 48, and **Standardized Testing** on page 74.

ENGLISH LANGUAGE LEARNERS (ALL GRADE LEVELS)

A student who is an English language 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 Language 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 Spanish, as mentioned at **Standardized Testing** on page 74, below, may be administered to an English Language Learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English Language Learners who qualify for services.

If a student is considered an English Language 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

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 78.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law to the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us [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 grading period a grade below 70 in any academic class—other than a class identified as honors or advanced by either the State Board of Education or by the local board of trustees—may not participate in extracurricular activities for at least three school weeks;
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks;
- An ineligible student may practice or rehearse;
- A student is allowed in a school year up to 20 absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions;
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, cheerleading, dance, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation

of school rules, the consequences specified by the **Student Code of Conduct** or by board policy will apply in addition to any consequences specified by the organization's standards of behavior. Parents keep in mind that parents and spectators are guests at school district extracurricular events. You should be aware that school district personnel can remove you from the premises and can prohibit you from attending future contests due to undesirable behaviors. Game officials can ask that school administrators remove unruly fans from a contest facility. The school is responsible for the behavior of their spectators. The school district can be punished for actions of fans in violation of standards and rules.

Offices and Elections

Certain clubs, organizations, and performing groups may hold elections for student officers. Information concerning topics such as becoming a candidate, campaigning, filling vacancies, special requirements, or standards of conduct may be obtained from the appropriate sponsor of the office. All elections are governed by the club and/or activity constitution. If no constitution is available, elections will follow the guidelines of the student council constitution.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- Cost for books used for TSTC courses.
- A reasonable fee for providing transportation to a student who lives within two miles of the school [See **Buses and Other School Vehicles** on page 78].
- 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 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).
- A user fee for the use of a district issued iPad (See TL21 handbook).

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 principal. [For further information, see policy FP.]

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. For further information, see policies at FJ and GE.

Students are prohibited from ordering items (i.e. class shirts, bandanas, etc.) or selling items on campus without utilizing the proper approval method for fundraising. A sponsor must submit proper documentation and obtain prior approval from the campus administration prior to orders being placed or items being sold. At no time are students permitted to collect money from other students without the oversight of an approved sponsor. Students in violation of this, may be subject to disciplinary action.

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

GRADE LEVEL CLASSIFICATION

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

GRADING GUIDELINES

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

See **Report Cards/Progress Reports and Conferences** on page 68 for additional information on grading guidelines.

For additional information, see the Grading Guidelines on the district website.

Grade Distribution

Determining 6-week grade	
Daily work (includes homework)	30%
Major projects & assessments	50%
End of 6-weeks test	<u>20%</u>
Six weeks grade	100%

CAMPUS GRADE REQUIREMENTS

Lyford Elementary

Minimum Grade Requirements K-5th		Progress Report		Report Card		
		Daily Grades	Test Grades	Daily Grades	Test Grades	Six Weeks Exam
ELAR	Reading	3	1	6	2	1
	Writing	3	1	6	2	
Math		4	1	8	2	1
Science		4	1	8	2	1
Social Studies		4	1	8	2	1

Physical Education grades will be based on participation.

Lyford Middle School and Lyford High School

Minimum Grade Requirements 6th – 12th		Progress Report		Report Card		
		Daily Grades	Test Grades	Daily Grades	Test Grades	Six Weeks Exam
ELAR		4	1	8	2	1
Math		4	1	8	2	1
Science		4	1	8	2	1
Social Studies		4	1	8	2	1
Physical Education		4	1	8	2	1
Electives/CTE		4	1	8	2	1

ELAR Grades are expected to reflect all components of the ELAR TEKS for each grade level. This includes:

- Reading: students read and understand a wide variety of literary and informational texts;
- Writing: students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;
- Research: students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information;
- Listening and Speaking: students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and
- Oral and Written Conventions: students learn how to use the oral and written conventions of the English language in speaking and writing.

Physical Education: grades will be based on participation, performance, assessments, and adherence to practice uniform requirements outlined in the classroom grading procedures.

Athletics: grades will be based on participation, performance, assessments, and adherence to practice uniform requirements as specified by the Athletics Handbook.

Band grades will be based on participation and in-class assessments.

Dual Enrollment and On-Ramps courses will adhere to college requirements. Parents and students will be notified of requirements through the class syllabus.

Pre-AP/AP courses are required to follow the same minimum number of grades as all other classes. The students in these classes must meet additional criteria as outlined in the Student Handbook. For questions, please contact the Pre-AP/AP Teacher, Counselor or Campus Administrator.

GRADUATION

Requirements for a Diploma Beginning with the 2014-2015 School Year

Beginning with students who enter grade 9 in the 2014-2015 school year, a student must meet the following requirements to receive a high school diploma from the district:

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

Students who are delinquent in payments for equipment, dues, payments or fees, have not returned all school materials, equipment or other property or fails to “clear” according to the LHS requirements will not be permitted to participate in the graduation ceremony. For more information regarding “Senior Checkout” criteria, please see the campus principal.

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 assessments or on 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 satisfactory 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 participant 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 proficient on two or fewer of the assessments may still be eligible to graduate if an individual graduation committee, forms in accordance with state law, unanimously determines that the student is eligible to graduate. [See Standardized Testing on page 74 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014-2015 school year and thereafter will graduate under the “foundation graduation program”. Within the foundation graduation program are “endorsements”, which are paths of interests that include Science, Technology, Engineering and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term, “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and the student’s parent are advised of the specific benefits of graduating with an endorsement. A student who anticipated graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements for the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy; in a dual credit course; on an AP or IB examinations; on the PSAT, ACT-Aspire, SAT or ACT exam, which are national examinations; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

The foundation graduation program requires completion of the following credits:

Course Area	Required Courses	Number of Credits	
		Foundation Graduation Program	Distinguished Foundation Program*
English Language Arts	English I, II, III and IV	4	4
Mathematics	Algebra I, Geometry, Algebra II, Advanced Math	4	4
Science	Biology, Chemistry, Physics, Advanced Science	4	4
Social Studies	World Geography, U.S. History, World History, Government, Economics	4	4

Physical Education	PE or Athletics	1	1
Languages other than English	Spanish I, Spanish II	2	2
Fine Arts	Art or Band	1	1
Electives	See High School Personal Graduation Plan	6	6
Total		26	26

Available Endorsements and Corresponding Courses:

- Arts & Humanities: Foreign Language, Fine Arts
 Business & Industry: Agriculture Science, AV Media Technology, Business Management, Information Technology, Transportation
 Multi-Disciplinary: Advanced CTE, AP/Dual Enrollment, 4 x 4
 Public Service: Law Enforcement, Education and Training
 STEM: Engineering, Mathematics, Science

Mathematics: In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one the four math credits.

Physical Education: A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

Language other than English: Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements: A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Students

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment

of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review the 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 facilitate 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 endorsements. Please also review TEA's Graduation Toolkit.

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

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

ARD committees for students with disabilities who received special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Baccalaureate Service
- Commencement Exercise
- Scholarship/Awards Banquet

Board members will issue diplomas by ranking officers and by alphabetical order for the rest of the members. A deviation from this policy will be allowed when a son, daughter, or grandchild of a board member is receiving a diploma.

Graduation Speakers

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

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

[See FNA (LOCAL) and the **Student Code of Conduct**. For student speakers at other school events, see **Student Speakers** on page 76.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. See **Fees** on page 45.

Scholarships and Grants

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

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 an 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, confined 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. See **Bullying** on page 22 and policies FFI and FNCC.

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. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

The district is also required to report certain contagious (communicable diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these modifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis

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. It can be caused by viruses, parasites, fungi, and bacteria. 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 bacterial 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, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
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's 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 vaccines 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 State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Department of State Health Services.

Note: TDSHS requires at least one meningococcal vaccination on or after the student's 11th birthday unless the student received the vaccine at age 10. Note: 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.

See **Immunizations** on page 57, for more information.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at each campus office/nurse's office or on the District website: www.lyfordcisd.net. See policy FFAF and Celebrations on page 24.

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 headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. 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.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

Physical Activity Requirements

Elementary School

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

Middle School

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

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

School Health Advisory Council (SHAC)

During the preceding school year, the district's SHAC held three meetings. Additional information regarding the district's School Health Advisory Council is available from the campus principal or nurse.

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. [See policies at BDF and EHAA. **See Human Sexuality Instruction** on page 5 for additional information.

Student Wellness Policy/Wellness Plan

Lyford 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 the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

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 campus 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 campus principal. See policies at CO and FFA.

Tobacco Prohibited

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

The district and its staff strictly enforce prohibitions against the use of tobacco products, including electronic cigarettes or any other electric vaporizing device, by students and others on school property and at school-sponsored and school-related activities. See the **Student Code of Conduct** and policies at FNCD and GKA.

Asbestos Management Plan

The district 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 or would like to examine the district's plan in more detail, please contact Gilbert Vela, the district's designated asbestos coordinator; at 347-3912.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Gilbert Vela, the district's IPM coordinator at 347-3912.

HOMELESS STUDENTS

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison, Pilar Trevino, School District Social Worker, at 347-3904.

[See Students Who Are Homeless on page 12.]

HOMEWORK

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

- To provide a drill that helps the student practice the basic skills of a subject.
- To give the student practice and extension of concepts learned in class.
- To extend learning beyond the material that can be covered in class.
- To develop effective study methods.
- To help the student prepare for classroom work.
- To allow the student to make up work after an absence.
- To provide a means of re-teaching essential knowledge and skills.

ILLNESS

[See Student Illness under **Health-Related Matters** on page 53.]

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the

student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be submitted for each student.

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

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

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

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

In other circumstances:

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

For further information, see policy FL (LEGAL).

LEAVING CAMPUS

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place 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.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence. A phone call received from the parent may be accepted, but the school may ultimately require a note and a copy of the parent's ID to be submitted for documentation purposes prior to the release of the student. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the students should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Students are not allowed to leave campus during lunch without a parent. See "Leaving Campus".

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.

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner. The missed assignments shall be made up within a time period equal to the number of days that the student was absent, exclusive of the day on which the student was given the assignment(s) [See policy EIAB (LOCAL)]. A student who does not make up assigned work within the time allotted will receive a grade of zero for the assignment.

Make-Up Test Students shall be permitted to take tests administered in any class missed because of absence [See policy EIAB (LOCAL)].

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

Students absent on a known test day will be expected to take a test upon return. If any student has been absent the day prior to an announced test and if no new material has been covered, the student will be expected to take the test at the regularly scheduled time. If the student has been absent two or more days, the teacher will schedule the test at the first available date and give the student proper notice.

Suspension the District shall not impose a grade penalty for make-up work after an absence because of suspension [See policy EIAB (LOCAL)].

Unexcused Absences: The grade for make – up work after an unexcused absence shall be no higher than 70 percent [See policy EIAB (Local)].

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit” or final credit. [See **Attendance for Credit** or Final Credit on page 18.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. See policy FOCA (LEGAL).

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

For additional information, see the grading guidelines on the district website.

MEDICINE AT SCHOOL

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

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

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

Students whose schedules provide for regular time spent outdoors, including recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the students' teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

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

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse 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, Lyford CISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or 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 legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Veronica Sanches, phone number – 347-3902.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. Kristin Brown, phone number – 347-3903.
- All other concerns regarding discrimination: See the Superintendent, Eduardo Infante, phone number – 347-3900.

[See policies FB, FFH and GKD]

PARENTAL AND FAMILY ENGAGEMENT (ALL GRADE LEVELS)

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child once your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. See **Academic Counseling** on page 31.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. See **Report Cards/Progress Reports and Conferences** on page 68.
- Becoming a school volunteer. For further information, see policy GKG and **Volunteers** on page 80.
- Participating in campus parent organizations. Parent organizations include: Lyford Elementary School PTO, LCISD Athletic Booster Club, LCISD Band Booster Club, LCISD FFA Alumni Association, and LCISD Senior Parents' Organization.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact campus principal.
- 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.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 56.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. See policies at BE and BED for more information.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics Participation (Secondary Grade Levels Only)

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

Spinal Screening Program

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

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

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.

Students in Pk, K, 1st, 3rd, 5th, 7th and 9th grades, all migrant students and students new to the district will participate in a vision and hearing screening during the school year. These screenings are conducted by district personnel and outside agencies at no cost to parents.

Students in Pk, K, 1st, 3rd, 5th and 7th grades will participate in a diabetic risk (Acanthosis Nigricans) screening during the school year. These screenings are conducted by district personnel and outside agencies at no cost to parents.

Students in 6th and 9th grades will participate in a spinal screening during the school year. These screenings are conducted by district personnel and outside agencies at no cost to parents. Parents who prefer for their child to not participate in these screenings should contact Nurse Bernal at (956) 347 – 3909.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

excuse their child from reciting a pledge. See **Reciting the Pledges to the U.S. and Texas Flags** on page 6.

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. In addition, at certain grade levels a student – with limited exceptions – will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Lyford Elementary School

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

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

Lyford Middle School

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 state mandated assessment in English. Students who have not met state requirements for promotion will not be permitted to participate in the 8th Grade Promotion Ceremony.

Lyford High School

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 46.]

Course credits shall be determined as follows:

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

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) assessments 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 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. [See **Standardized Testing** on page 74.]

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.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her 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.

Certain students—some with disabilities and some classified as English Language Learners—may be eligible for exemptions, accommodations, or deferred testing. An Admission, review and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, counselor, or special education director.

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 designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For additional information, see the school counselor, principal, or special education diagnostician 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.

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 50.

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See grade level classification on page 47.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 48 and Standardized Testing on page 74 for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

See **Leaving Campus** on page 59.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading period, parents receive a written progress report if their child's performance in any course is near or below 70 or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. See **Working Together** on page 2 for how to schedule a conference.

Teachers follow grading guidelines that have been approved by the superintendent or designee pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See policy EIA (LOCAL) and **Grading Guidelines** on page 46.

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 within 3 days. 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 or acknowledgement.

Lyford CISD allows online access to student grades, attendance and discipline reports through the Parent Portal system. For access, parents should contact the campus principal for more information.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

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 ensuring school safety. A student is expected to:

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

In addition, in an attempt to ensure the safety and security of students and staff, the District requires all students to utilize clear or mesh backpacks/book bags.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather and Other Emergencies

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

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 to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district may alert the community in the following ways:

Television Stations: KGBT Channel 4 – 421-4444 KRGV Channel 5 – 423-5123

Radio Stations: KTEX 100.3 FM KURV 740 AM

Electronic Communication: Email, Text and/or automated phone calls.

[See Communications-Automated, Emergency on page __ for more information.]

SAT, ACT, and other Standardized Tests

See **Standardized Testing** on page 74.

SCHEDULE CHANGES

Lyford High School –Students requesting a schedule change must submit their request to the counseling office within the first five days of instruction. Administrative approval will be required for any schedule change requests.

Lyford Middle School – Students requesting a schedule change must submit their request to the counseling office within the first five days of instruction. Administrative approval will be required for any schedule change requests.

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.

Lyford Elementary

The following areas are open to students before school, beginning at 7:30 a.m.

- Lyford Elementary Cafeteria

Lyford Middle School

The following areas are open to students before school, beginning at 7:30 a.m.

- Lyford Middle School Playground
- LMS Campus (during bad weather only)

Lyford High School

The following areas are open to students before school, beginning at 7:30 a.m.

- High School Commons Area and the High School Library

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 is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless student 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 rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the **Student Code of Conduct** or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Cafeteria Services

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

Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state Children's health insurance program (CHIP) unless the student's parent notified the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced priced meals or free milk.

The district qualifies for and participates in the federal Breakfast and Lunch program, which entitles all of our students to eat their meals free of charge. For information, contact the campus principal.

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold a part of the regular meal program can be served or sold on school premises during the school day. For more information, see policy CO (LEGAL) and FFA (Local).

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 with a teacher permit. Extended library hours will be announced during the school year. Students are responsible for following all rules and procedures of the library including checking out materials, computer use and other library activities. Students are also responsible for paying all fines incurred at the library.

Meetings of Non-curriculum-Related Groups

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

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

SEARCHES

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

Students' Desks and Lockers

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

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

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunication 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 41 for more information.]

Vehicles on Campus

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

[See the **Student Code of Conduct**.]

Vehicles parked on district property are under the jurisdiction of the district. All students driving a vehicle to school must park only in areas approved by school officials. Students must obtain permission to park vehicles on school property. To obtain permission to park vehicle on school property, students must register their vehicle at the school office and display a school issued parking permit. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parents will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

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

Drug-Testing

The district recognizes that it has an important interest in preventing and deterring drug use among its students. In an effort to take reasonable steps to further this important interest, the district may conduct drug testing of students.

Drug Testing Due to Reasonable Suspicion

The district may require a student to undergo a medical examination to determine whether the student is using or is under the influence of a controlled substance or alcohol. Such an examination may be required when the district has reasonable cause to believe that the student is using or is under the influence of a controlled substance or alcohol while at school or at school-related activities. The district's determination that reasonable cause exists to require the drug test shall be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of the student, or indications of the chronic and withdrawal effects of controlled substances. The district person authorized to require the drug test must receive training on alcohol misuse and training on controlled substance use.

A student confirmed to have violated the district's alcohol or controlled substances policy by either being under the influence or using alcohol or controlled substances while at school or at a

school-related activity shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct and extracurricular organization or team standards of behavior.

Student Random Drug Testing Program

The district has adopted a student random drug testing policy. This policy requires all students in grades 7 through 12 who wish to participate in extracurricular activities and who drive to school and park on school property to randomly be tested for illegal drugs and alcohol. The school district believes testing student participants in school-sponsored extracurricular activities and student drivers serves the important purpose of detecting and preventing illegal drugs and alcohol use among students and helps enforce a drug-free educational environment.

The random drug testing program shall not be used in a punitive manner. Rather, this program serves to:

- Prevent and deter the use of illegal drugs and/or alcohol among the student body.
- Offers students a credible means through which they can resist peer pressure as it relates to the use of illegal drugs and/or alcohol.
- Protect the health and safety of students.
- Provide a ready source for support and assistance to any student who may be using illegal drugs and/or alcohol.

For further information, see policy FNF (LOCAL). Also, see **Steroids**, on page 76.

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students who are 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.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor or the college and career readiness facilitator early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. Payment vouchers may be obtained from the campus counseling department. 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 in these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and 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 benchmarks scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5-8
- Social Studies in grade 8

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. 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 on page __ for additional information.]

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

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

Middle school students enrolled in Algebra I will be administered the Algebra I End-of-Course (EOC) assessment and the 8th grade STAAR state assessment.

End-of-Course (EOC) Assessments

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

- Algebra I
- English I and English II

- Biology
- United States History

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

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

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

An Admissions, Review and Dismissal (ARD) committee for students receiving special education services will determine whether successful performance on EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

See **Graduation** on page 48 for additional information.

STEROIDS (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

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, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Pilar Trevino, who has been designated as the district's foster care liaison, at 347-3904 with any questions.

[See Students in the Conservatorship of the State on page 11 for more information.]

STUDENT SPEAKERS

The district provides students the opportunity to speak at school events. All student speakers at school-sponsored events, including graduation ceremonies, shall be selected on neutral criteria. Certain students who have attained special positions of honor in the school, based on neutral criteria, have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor.

[See FNA (LOCAL) regarding other speaking opportunities and **Graduation** on page 48 for information related to student speakers at graduation ceremonies.]

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 website *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 the Texas Suicide Prevention website 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

Students who are not successful in meeting requirements for promotion shall be offered, if funds permit, summer school options, such as:

- Bilingual Summer School for Limited English Proficient students in Pre-K and Kinder;
- Credit Recovery Summer School for students not promoted to the next grade level;
- Accelerated Summer Program for migrant students;
- Accelerated Instruction for students who did not pass one or more STAAR/EOC, TAKS tests;
- Extended School Year Services for special education students, approved by ARD committee.

TARDIES

A student who is tardy to class may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the **Student Code of Conduct**. Each campus will determine when students must be in class. Please contact your child's teacher or campus principal for more information.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, 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. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course 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 campus principal is authorized to investigate and approve a transfer of a student from one classroom to another.

The superintendent is authorized to accept or reject any transfer requests from outside the district. A nonresident student wishing to transfer into the district must file an application for transfer each school year with the superintendent. A transfer student who violates the district's rules and regulations concerning transfers may lose transfer privileges. See **Safety Transfers/Assignments**, on page 11, and **Students Who Have Learning Difficulties or Who Need Special Education**, on page 13, for other transfer options.

TRANSPORTATION

School-Sponsored Trips

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

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. 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. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at 347-3912.

See the **Student Code of Conduct** for provisions regarding transportation to the disciplinary alternative education program (DAEP).

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.

- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- 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. 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.

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video and audio equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

Upon written request of 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, state law requires the district to place a video and audio recording equipment in a classroom in which the student spends least 50 percent of his or her instructional day, referred to by state law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal or superintendent, who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment. [See EHBAF (Local)]

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 main 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.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SSRO), 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 harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

[See also Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic and Youth Groups

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

Career Day

On Career Day, 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 campus principal for more information and to complete required paperwork.

VOTER REGISTRATION

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

WITHDRAWING FROM SCHOOL

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

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

GLOSSARY

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

ACT-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, or the American College Test, is 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 and his or her parents are members of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services

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

DFPS is the Texas Department of Family Protective Services

DPS stands for the Texas Department of Public Safety

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

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

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

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and

related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district-wide tests, whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

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

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

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

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

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

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

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

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

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

TSI Assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college –level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

APPENDIX

Lyford CISD Parent Policy

Vision

Lyford CISD students will be proactive, responsible, patriotic citizens and life-long learners who strive to become contributing members of society.

Mission

Lyford CISD, its parents, faculty, and staff, through involvement and utilization of its resources, will ensure the highest quality of education for every student. Our campuses and classrooms shall be secure, safe and welcoming, producing a positive learning environment. Consequently, our students will be effective problem-solvers and decision-makers.

Lyford CISD District Goals

- Continue to improve student achievement by including district-wide curriculum alignment and implementation in order to achieve Exemplary status and improve national test scores (ACT/SAT);
- Continue a program to increase parental and community involvement at all campuses, thereby increasing parental support;
- Recruit and retain qualified personnel, and provide quality staff development;
- Continue programs to address school climate, to increase student pride, commitment, patriotism, and community service;
- Obtain external sources of facilities and technology that increase students' educational opportunities.

Purpose

- I. Provide the coordination, technical assistance, and other support necessary (budget) to assist participating schools in planning and implementing effective parental involvement activities resulting in academic quality, improved student achievement, and performance.
- II. Utilize a liaison to build the coordination and integration of parental strategies under Title I, part A, with Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title IV.
- III. Schedule a minimum of one Title I public meeting in the first semester for explanation: district participation, requirements, parents' right to know and right to be involved.
- IV. Enlist parents in the identification of barriers to parental involvement and development of effective strategies.
- V. Enlist parents in evaluation of Title I, District/Campus Policies, parental involvement strategies, and parent compact.
- VI. Consult with parents in the development of the No Child Left Behind Application.
- VII. Provide meetings (PAC, LPAC, Site-based, PTO, conferences to ensure opportunities for parents: plan; review; evaluate Title I, Part A programs, policies (Lyford Elementary, Lyford Middle School, Lyford High School); School-Parent Compact.
- VIII. Communicate in writing and orally in English and Spanish (notices, newsletters, information, reports, letters, web-site):
 - Title I, part A program;
 - AYP;
 - Curriculum;
 - Assessments
- X. Ensure full opportunities for the participation of parents with limited English proficiency, learning disabilities and parents of migratory children.
- XI. Facilitate the implementation of Campus Policies: Lyford Elementary, Lyford Middle School, and Lyford High School.

Lyford CISD Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.lyfordcisd.net. Below is the text of Lyford CISD's policy FFI(Local) as of the date that this handbook was finalized for this school year.

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited: The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process 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:

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

This conduct is considered bullying if it:

- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- Interferes with a student's education or substantially disrupts the operation of a school.

Examples: Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation: The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. Examples: Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False claim: A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING: Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

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 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 immediately notify the principal or designee.

Report format: A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Prohibited Conduct: The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of report: The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION: Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to parents: If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

Bullying: 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.

Discipline: A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION: Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS: The principal or designee shall refer to FDB for transfer provisions.

Counseling: The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper conduct: If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

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

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

RECORDS RETENTION: Retention of records shall be in accordance with CPC(LOCAL).